

Bathgate Academy

School Improvement Plan

2024-2025



Head Teacher's Introduction

BATHGATE ACADEMY

OUR PURPOSE

Education



OUR VALUES

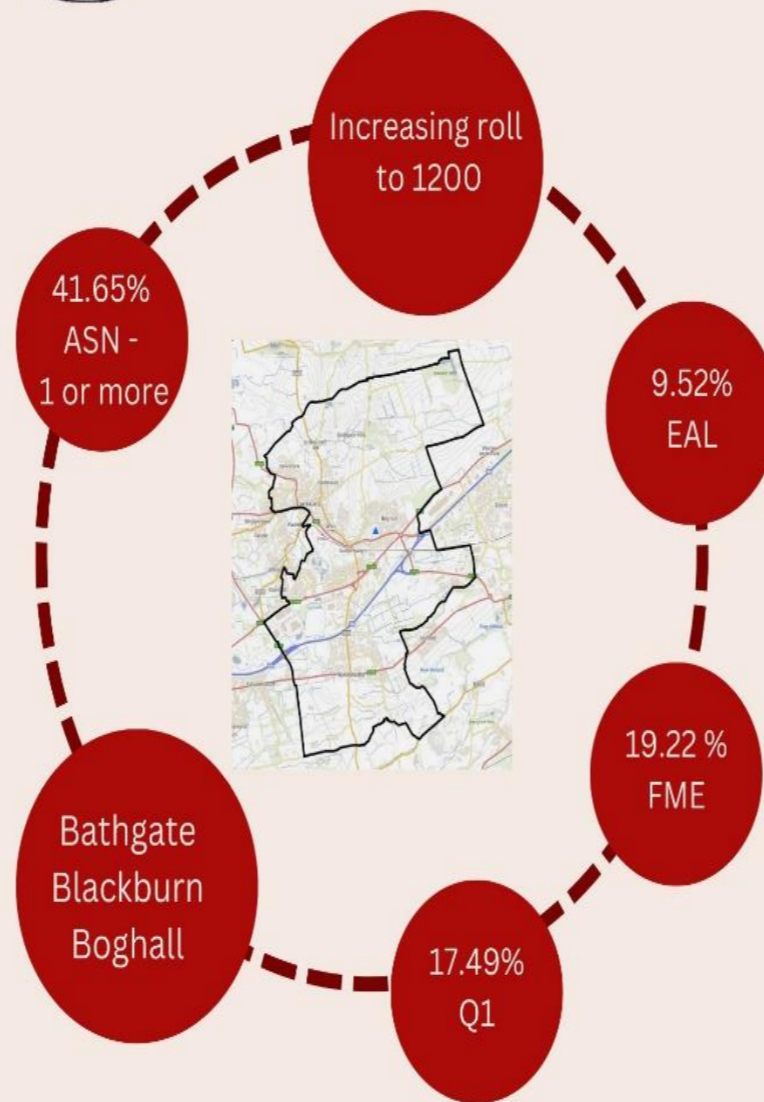
Ambition
Kindness
Respect

OUR VISION

Learning together to judge
wisely, act fairly and live
well.



BATHGATE ACADEMY OUR CONTEXT



Bathgate Academy is a non-denominational school. Our school has a mix of young people across each SIMD decile with pockets of significant socio-economic deprivation. Young people's attendance is an improving picture. Free school meal entitlement is over 19%. The Head Teacher is supported by a Senior Leadership Team (SLT) of 3 Depute Head teachers and an Area Business Manager and Pupil Support Manager. The Extended Leadership Team (ELT) consists of 7 Principal Teachers Curriculum each with responsibilities for Curricular Areas, and 6 Principal Teacher Support with House responsibilities, all Principal Teachers lead on a strategic remit adapted to their skills and the School Improvement agenda. Improved cluster working ensures continuity with our five associated Primary schools: Balbardie, Blackburn, Boghall, Murrayfield and Simpson. The school aims to provide a secure, supportive and challenging environment based on mutual respect where staff and pupils develop their skills to the highest level. We also seek to promote education as an active partnership through our ARK values and partnership working with home and our wider community links. Our self-evaluation, particularly within curriculum and learning and teaching, has given us a clear indication of the areas to prioritise for this session's improvements, all of which are detailed in this plan and have been shared and agreed with staff, students and parents/carers.



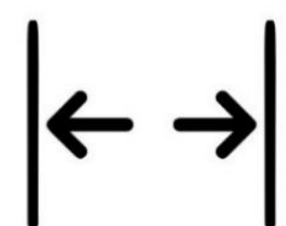


Raising Educational Attainment Strategy 2023-2028

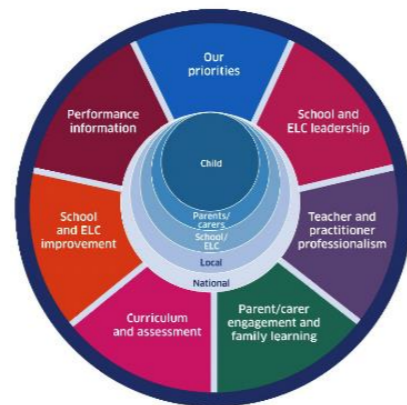
Outcome 1 – Learning & Curriculum Ensuring every child and young person experiences varied, vibrant and challenging learning experiences which are built on the provision of high quality and inclusive learning, teaching and assessment. Fundamental to this is the design and implementation of a curriculum 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 mindsets which in turn increases personal, social, cultural and economic opportunities.

West Lothian Raising Educational Attainment Strategy 2023-2028

National Improvement Framework Priorities 2024

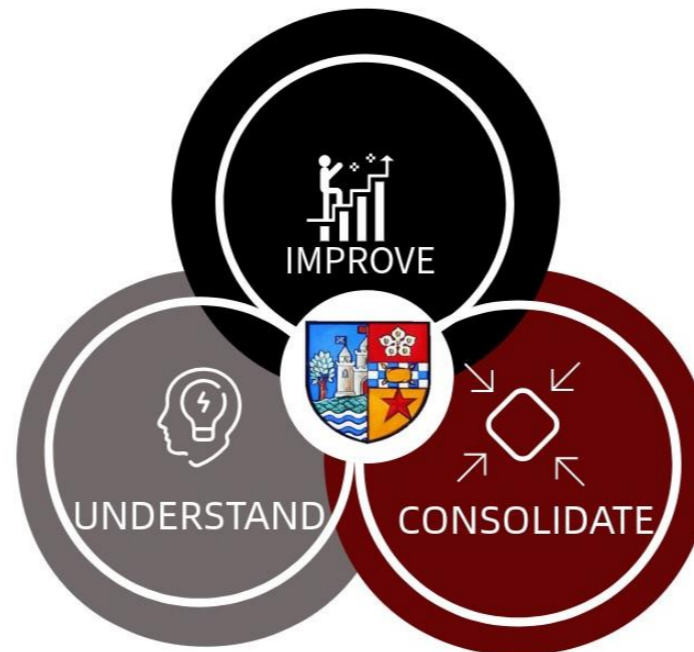
<p>1 Placing the human rights and needs of every child and young person at the centre of education</p>	<p>HUMAN RIGHTS </p>
<p></p>	<p>2 Improvement in children and young people's health and wellbeing</p>
<p>3 Closing the attainment gap between the most and least disadvantaged children and young people</p>	<p></p>
<p></p>	<p>4 Improvement in skills and sustained, positive school-leaver destinations for all young people</p>
<p>5 Improvement in achievement, particularly in literacy and numeracy</p>	<p></p>



Summary of Bathgate Academy Priorities 2024-2025

AREAS TO IMPROVE

- Quality of Learning and Teaching
- Attainment in the senior phase (SQA Focus)
- Inclusive Learning Experiences to better meet Learners Needs including assistive technology
- Refresh our vision and embed our values



AREAS TO UNDERSTAND

- How do we use pupil information (profile) to inform decisions around the learners' experience?
- In what way are we tracking and monitoring progress in the BGE?
- Are there any specific gender based barriers to literacy in our context?

AREAS TO CONSOLIDATE

- **UNCRC**
 - HWB Vision and Strategy
 - ARK Positive Relationships
 - Equality & Diversity
- **Raising Attainment**
 - Bespoke Learning
 - Pathways with Purpose 2.0
- **Numeracy Cluster Focus: BTCM**



Priorities for Improvement

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update	LINK POD
Improve the quality of learning experiences through the lens of engagement.	2.3 3.1 1.1 1.3	Learning experiences will be based on co-developed lesson plans in new IDL areas for S1 and S2 students.	All year with 4 weekly evaluative points.	All teaching staff.	<ul style="list-style-type: none"> Learning Visits (Peer/ELT/SLT) Learner Voice Focus Groups/ARK Collective Lesson Resources Week 4 meeting minutes Attainment and achievement 		All
		Ongoing planning of IDL lesson inputs for the continuation across the BGE (Year 1 complete)	Allocated Inset and Faculty time across session	All teaching staff	<ul style="list-style-type: none"> Learning resources/ Inset agenda's Learner Voice Partner input to co-create learning Minutes and actions of PEGs Attainment and achievement 		All
		Build capacity in staff through our Cuppa L&T and Practitioner Enquiry Groups (PEGs).	Ongoing across session – allocated times.	All teaching staff (PEGs – WTA)	<ul style="list-style-type: none"> Self-evaluation of need via PRD for CLPL sessions PEG Fayre and sign up for session 24-25 Minutes and actions of PEGs Attainment and achievement 		Pod 1
		Learning and Teaching whole school focus driven by PEG group – Learner Engagement: Feedback	As per WTA and checkpoints	All teaching staff PEG Lead	<ul style="list-style-type: none"> Learning Visits (Peer/ELT/SLT) Learner Voice Focus Groups/ARK Collective Attainment and Achievement data 		All
Increased confidence of what meeting learners needs looks like in the classroom. (RAISE:LTA)	2.3 3.1	Leadership at all levels of the school will undertake Authority led professional learning with a lens on meeting learners needs. Pupil Leadership through development of ARK Collaborative and pupil led priorities.	Ongoing across session – allocated times.	All teaching staff	<ul style="list-style-type: none"> Network evaluations Learning Visits (Peer/ELT/SLT) SLT/ELT/Faculty minutes Learner Voice Focus Groups Customised Learning Plans/Passports to Success Attainment and achievement 		Pod 3
		Build capacity in staff and pupils and allocate resources equitably to support digital literacy.	Ongoing	Link PT All staff	<ul style="list-style-type: none"> Minutes of actions of PEG Whole school digital strategy appendix aligned to L&T Toolkit Pupil confidence scales using digital tools Staff confidence scale using digital tools Attainment and achievement 		Pod 5
		Develop Pathways with Purpose programme across our school and build strategy.	Ongoing	Link PT Link ELT			Pod 1
		Utilise BGE HWB lesson time to reflect with learners on their learning to inform next steps and support their future planning.	Ongoing	Link PT/HL HWB Teacher	<ul style="list-style-type: none"> HWB Survey Ethos Survey Proactive interventions to engage learners Referrals Merits Attendance Pupil focus groups Lesson Visits Tracking reports and gradient of progression Quality of feedback/understanding of feedback 		Pods 3 and 4
		Utilise SP WA lesson time to build in learner conversations across all subjects and record feedback to support study strategies and next steps in learning including the promotion of pupil utilisation of Progress.	Ongoing	Link PT/HL WA/PSE Teacher			
		Enhance the S6 Experience by including Powering Futures and leadership opportunities across our community to enhance the S6 experience and community connections. (RAISE: S6 EXPERIENCE)	Termly review	S6 Lead HL Key Staff	<ul style="list-style-type: none"> Learner Voice Range of challenges chosen and planned impact Planning sessions and minutes Attainment in Powering futures and Platinum Youth Achievement Award 		Pod 4
		SfL Hub approach and targeted intervention model across wider school team to meet the needs of all learners creatively and flexibly.	Termly review	Lead PTC	<ul style="list-style-type: none"> HWB Surveys Attendance Baseline date IDL Data and progress Rationale, uptake and progression in targeted interventions 		Pod 5
Improved attainment in level 5 and level 6 SQA qualifications in the senior phase. (RAISE: ATT IN SUBJECTS)	2.3 3.2	Utilise subject specialist knowledge and SQA understanding standards information to ensure learners are fully supported to attain across our broad range of curriculum areas and subjects offered within faculties. Launch a planned mentoring programme across S4-S6 and S1-S3 in HWB.	Ongoing	SLT/DHT Curriculum PTCs/PT Attainment All teachers	<ul style="list-style-type: none"> Regular tracking processes Self-Evaluation activities across the senior phase Focus groups Attendance at planned interventions 		Pod 4
Almost all of our school community feel involved in refreshing our vision and embedding our values	1.1 1.3	Consult and gather views of stakeholders to gain baseline data. SLWG to review, revise and relaunch involving our ARK Collaborative. Refresh vision alongside refreshed vales and update all school related documentation. Ensure our vision and values underpin school policies	August-October – December timeline for completion.	SLT ARK Lead ELT All Staff Pupils Parents Partners	<ul style="list-style-type: none"> Stakeholder surveys Lesson update and reflection Launch event Ongoing impact across range of SE Activities. 		All

Priorities for Consolidation



Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update	LINK POD
To progress from being a rights aware school (Silver) to a Rights Respecting school (Gold) through fully embedding our Positive Relationship Policy and ARK Collaborative.	3.1 2.7 1.3	Continued focus to increase the consistency of our positive relationship policy across the staff team and whole school community. Enhance this further by whole school element linking A:Attendance, R:Uniform and K:Behaviours.	Ongoing Annual overview and termly updates. Aligned activities and use of data	All Key roles SLT: Whole School House: Broadcasting ARK Lead: Link PTCs	<ul style="list-style-type: none"> Merits Attendance Behaviour Learning Visits Focus groups 		Pod 3
		Continue to embed our consistent whole school approach to our work around HWB.	Termly updates	Support Team	<ul style="list-style-type: none"> Finalise H&W Strategy Overview SE Activities to gauge all stakeholder awareness and impact. 		Pod 3
		Continue to plan learning experiences with embedded references to equality and diversity. Regular reminder of staff and pupil pledges.	Termly Updates August inset/ August Assemblies: We are BA	All staff in planning L&T	<ul style="list-style-type: none"> Use of PEG teacher guide including BRL and #mynameis Learning plans 		Pod 3
		Continue to build capacity amongst staff in enacting our staff and pupil pledges against a bystander culture including relaunch of Anti-Bullying policy – Choose Kindness.	August 2024	Led by DHT Support All staff All pupils	<ul style="list-style-type: none"> Staff pledge/Pupil pledge Wellbeing Concern Forms PEG Minutes Focus groups 		Pod 3
To continue to raise attainment and achievement at Bathgate Academy (RAISE: T&M, POSITIVE DESTINATIONS)	2.3	Consolidate the Raising Attainment Strategy across the Senior Phase and track wider achievement more robustly.	Termly action plans	DHT Curriculum PT Leads RA PT Lead Pathways	<ul style="list-style-type: none"> Overview of strategy Attendance data Intervention data Whole school analysis and action plans Timelines Engagement with tracking, monitoring and reporting 		Pod 4
To develop Customised learning plans that best meet the needs of learners. (RAISE:ATTENDANCE RAISE: POSITIVE DESTINATIONS)	2.2 2.3 3.1 3.2	Review and enhance current model and align with Pathways with Purpose Strategy to ensure totality of experiences available to learners clearly mapped and connected. Work within the elements of education, community, industry and therapeutic.	Aug – Dec Dec-Mar	Lead PT Skills station team SfL team Targeted intervention teams	<ul style="list-style-type: none"> Attendance data Tracking of interventions Attainment data Partnership connections of purpose Pathways with Purpose strategy growth 		Pod 1
Numeracy Cluster work (RAISE:NUMERACY)	2.7 2.3	Continue to work together and develop our cluster approach to numeracy	Termly Agreed dates with cluster	Maths PTC BTCM Lead Wider staff Cluster colleagues	<ul style="list-style-type: none"> Minutes CLPL sessions Joint sessions Learner progress Focus groups Cluster planning Data 		Pod 2
		Participate in Cluster CLPL focusing on BTC in Mathematics to inspire a love for maths in learners.					



Priorities for Understanding

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update	LINK POD
In what way are we tracking and monitoring progress in the BGE? Investigate (RAISE: T&M)		Audit the information we use to make judgements on learning progression.	Termly enquiry	Lead SLT Lead PT	<ul style="list-style-type: none"> Cuppa L&T Research and discussion Looking outwards opportunity and reflection Data review 		All
		Consider actions around the range of audiences that require information on learning judgements.	Inset Term 2	Lead SLT Lead PT	<ul style="list-style-type: none"> Focus groups across all audiences Analysis on needs of audiences vs impact Potential routes forward for whole staff discussion and input via Inset 		All
What could a tool look like to Explore the question How do I know to be fully informed to make decisions that will influence our Tracking, Monitoring and reports processes. (RAISE: T&M)		Develop a staff guide to inform the use of the range of data available to making learning judgements.	Term 1	Lead SLT Lead PT	<ul style="list-style-type: none"> ELT Meeting focus DM feedback and input Wider ELT for review and suggestion to take to team Surveys Audience understanding through focus groups 		All

SCHOOL IMPROVEMENT PLAN 2024-2025



BATHGATE ACADEMY

Bathgate Academy has a sustained focus on improving educational outcomes for all our young people. This is underpinned by the improvement planning process. Our School Improvement Plan considers 3 key elements as detailed below.

Our priorities for Improvement

1. Our core approaches to learning and teaching are used by all staff to engage learners in planned learning.
2. Teachers have more confidence in meeting learner needs to support inclusion and wellbeing of all, including the use of digital tools.
3. All staff with Senior Phase classes undertaking SQA examinations demonstrate increased confidence in SQA standards.
4. Our school community reviews our vision to ensure it remains relevant and core to our culture.



Our priorities for Consolidating

1. To achieve GOLD Rights Respecting Schools Award through our positive relationship policy.
2. Our wider achievement model is integrated in to the curriculum and we will now look at opportunities to add value.
3. Our systems for bespoke learning packages are in place and we will continue to be responsive to the needs of our learners.
4. A culture of working together across our cluster has been established we will now focus on our work on Numeracy and Building the thinking classroom in Mathematics.

Our priorities for Understanding

1. How can the school enhance its processes of making learner judgements and further communicating this information to relevant stakeholder? (T&M)
2. How can we enhance processes using data to make judgements (T&M)?

