

Bathgate Academy



PROGRESS REPORT FOR SESSION 2023/24

(Standards & Quality Report)



Edinburgh Road
Bathgate
EH48 1LF

ABOUT OUR SCHOOL

Our vision here at Bathgate Academy is 'Educating the whole person in the spirit of enquiry, to judge wisely, act fairly and live well'.

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. The school roll in 2023-2024 comprised of approximately 1183 pupils. The catchment is diverse and in addition to our 5 cluster primaries we also accept a number of placing requests. The school has 5 associated primary schools drawing a comprehensive mix of students. There is a close relationship among the schools in the cluster. The Head teachers meet regularly to plan shared priorities. Our five associated Primary schools are Balbardie, Blackburn, Boghall, Murrayfield and Simpson.

The Senior Leadership Team comprised of one Head Teacher, three Depute Head Teachers and both a Pupil Support Manager and a Business Support Manager. Our Senior Leadership Team (SLT) remits have evolved this session to align with school improvement priorities.

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, a recently appointed PT of Inclusive Pathways and PT of Raising Attainment, all Principal Teachers lead on a strategic remit adapted to their skills and the School Improvement agenda.

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 home and wider community links. Our school roll is predicated to grow in the medium term and stay on rates have improved and are typical of the local authority and national picture.

In session 2023-24, 40.12% of our students lived in quintile 1 or 2 and our Free School Meal (FME) uptake was 19.5%. During session 2023-24, 41.94% of students had an identified Additional Support Need, there is an increasing number of ASN in younger year groups with 21% in our S1, 21% in S2 and 18% in S3 in session 2023-24.

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.

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 2023/24, what the impact has been and what our next steps will be to continue to address these priorities in session 2024/25.

We have also shown which NIF driver for improvement we used – you can find out more about the National Improvement Framework and drivers at:

[Education: National Improvement Framework and improvement plan 2024 - gov.scot \(www.gov.scot\)](https://www.gov.scot/Topics/education/nif/nif-improvement-plan-2024)

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?
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<p>1.</p> <p>To raise attainment, especially in literacy and numeracy</p> <p>Our measurable outcome for session 2023/24 was to</p> <p>Ensure all students experience high quality learning that is informed by research and promotes learner engagement.</p> <p>Improve literacy and numeracy level 5 attainment through targeted approaches.</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>Improved the quality of learning, teaching and assessment through more consistent use of our LTA Toolkit.</p> <ul style="list-style-type: none"> • Increased confidence in the use of our LTA Toolkit to plan learning using pedagogical approaches to increase learner engagement. • Created and implemented a peer learning round observation record to support feedback around learning engagement which all staff participated in. • All collegiate Friday sessions were dedicated to newly launched Practitioner Enquiry Groups (PEGs) with a range of relevant focus areas aligned with our School Improvement Plan. • Staff at all levels are involved in quality improvement activity focused on learning and teaching, including learning rounds (lesson observations carried out by senior and middle leaders) and peer observations and collaborative reflection activities. <p>Develop our inclusive curriculum further with a focus on Interdisciplinary Learning in the Broad General Education.</p> <ul style="list-style-type: none"> • Our S1 and S2 BGE Curriculum were a focus area for collaboration and development • Dedicated planning time through our inset programme and 4 weekly scheduled meetings to plan and quality assure new programmes of learning with a focus on learner engagement and equality. • Equality PEG produced an anti-discrimination school policy. • Building Thinking Classrooms in Maths has successfully launched, and the pedagogical approaches are being trialled and shared across other faculties. <p>Improved use of assistive technology across learning.</p> <ul style="list-style-type: none"> • Training took place for staff within English and SfL on the use of digital technology to support pupils Learning and AAR needs. • Classroom digital tools explored, and inclusive pedagogy PEG group supported staff learning to improve accessibility and inclusive. <p>Continue to develop our curriculum to ensure learners access and progress at appropriate level.</p> <ul style="list-style-type: none"> • Support for Learning hub led on new curricular input aimed at those learners currently working at early/first level. • Our skills station and satellite provision increased the curriculum to build bespoke packages around learner needs. <p>Evidence indicates the impact has improved the quality of L&T in a majority of lessons.</p> <p>Attainment Data</p> <ul style="list-style-type: none"> • Strong performance continued in Literacy with all (100%) students achieving CfE Level 3, and the majority (60%) of students achieving CfE Level 4 by the end of S3. • Strong performance continued in Numeracy with almost all (94%) students achieving CfE Level 3, and the majority (53%) of students achieving CfE Level 4 by the end of S3 • Overall, some positive trends evident in attainment during 2023-24, with SQA courses identified as an area to improve in session 2024-25. • In SCQF attainment, there has been notable progress by the end of S4, with increases across various levels. For example, 92% of students
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achieved 1+ SCQF Level 5, reflecting a 3% improvement from the previous year, and 83% achieved 1+ SCQF Level 6, a 12% increase.

- In S5, the majority of students also showed strong performance in SCQF levels, with notable improvements in 3+ and 5+ SCQF Level 6 achievements. However, there has been a slight decrease in SCQF Level 7 attainment by the end of S6.
- While there is room for improvement in SQA attainment, with some decreases in the percentage of students achieving SQA Level 5 and Level 6 compared to the previous year, there has been a positive increase in the percentage of students achieving SQA Level 5 by the end of S4. The school is committed to addressing these areas for improvement and focusing on enhancing SQA course performance in the upcoming session.
- Analysis of August 2024 data shows:
- Continued strong performance in **SCQF attainment by the end of S4:**
 - 92% achieved 1+ SCQF Level 5 (3% up on 2022-23)
 - 81% achieved 3+ SCQF Level 5 (3% up on 2022-23)
 - 71% achieved 5+ SCQF Level 5 (4% up on 2022-23, predict + 3%)
 - 83% achieved 1+ SCQF Level 6 (12% up on 2022-23)
- Strong performance in **SCQF attainment by the end of S5:**
 - 83% achieved 1+ SCQF Level 6 (4% down on 2022-23)
 - 61% achieved 3+ SCQF Level 6 (3% up on 2022-23)
 - 51% achieved 5+ SCQF Level 6 (4% up on 2022-23)
- Decrease in **SCQF Level 7 attainment by the end of S6:**
 - 18% achieved 1+ SCQF Level 7 (4% decrease on 2022-23)
- Decrease in performance in **SQA attainment by the end of S4:**
 - 82% achieved 1+ SQA Level 5 (4% increase on 2022-23)
 - 51% achieved 3+ SQA Level 5 (9% decrease on 2022-23)
 - 29% achieved 5+ SQA Level 5 (12% decrease on 2022-23)
- Decrease in performance in **SQA attainment by the end of S5:**
 - 48% achieved 1+ SQA Level 6 (2% increase on 2022-23)
 - 28% achieved 3+ SQA Level 6 (in line with 2022-23)
 - 12% achieved 5+ SQA Level 6 (4% decrease on 2022-23)
- Decrease in performance in **SQA Level 7 attainment by the end of S6:**
 - 13% achieved 1+ SQA Level 7 (8% decrease on 2022-23)

Other Evidence

- The use of the engagement graphic from the L&T toolkit has increased across almost all departments with enhanced staff understanding of metacognitive strategies which are being seen in a majority of classrooms.
- Almost all staff reported increased confidence levels in the use of our L&T Toolkit, in particular the learner engagement graphic.
- In faculty meetings and inset days, most staff have engaged with literature to enhance pedagogical knowledge. This includes questioning, feedback, Building the Thinking classroom, Chris McGrain's Starting Points and Restorative Practices.
- Formal lesson observations, focus groups and student surveys; evidenced that in the majority of lessons, learning has been planned with the needs of individual learners in mind which has led to increased engagement.
- Across almost all formal observations, positive relationships were identified
- All teaching staff engaged in a programme of professional learning which included a key area aligned with school improvements including PEGS (Feedback, Equality, OneNote, Assessing progress in learning, Inclusive pedagogy, Cost of the school day, Numeracy).
- Evidence indicates at faculty level all young people's views are sought regularly and systematically to improve learning and teaching.

	<ul style="list-style-type: none"> • Learning experiences are made relevant in a majority of classes based on feedback from our pupil parliament. In particular, links are increasingly made to UNCRC and Sustainability Development Goals. • Digital technology enhances the learning experience in the majority of lessons. The Professional Enquiry group on the use of OneNote has enhanced staff confidence to embed this in pedagogy. • Professional learning opportunities in the form of 'Have a Cuppa L&T' have influenced teachers from the majority of subject areas. • All staff were involved with one of our family learning events, designed to provide an informal opportunity for parents/carers to engage with the school
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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 2023/24 was to ensure students at risk of underachieving are identified early and learning plans build around the learner to maximise success raise aspirations.</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>Bathgate Academy was awarded £123,725 of Pupil Equity Funding (PEF). The PEF planning tool was used effectively to identify gaps for learners impacted by poverty, to plan and design interventions to support them and to gather evidence of the impact on their learning.</p> <p>17 priorities were planned and 70% of these priorities were fully achieved with 12% making good or better progress (6% moderate progress and 12% made no progress).</p> <p>PEF was used effectively to recruit key PEF personnel to drive forward all equity priorities across the school, this included training for staff in literacy approaches and interventions and key project leads to help support the needs of identified learners.</p> <p>Interventions this year have focused on increasing attendance, addressing gaps in literacy and supporting life skills. Examples include the development of our pop up shop The Bathgate Quarter, breakfast and lunch clubs, free access to self-care packs, rigour maths intervention and bespoke learning plans.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Increased focus on Cost of the School day via a dedicated PEG group • Improved awareness and understanding on key data including SIMDs, SQA, CAT, SNSA, FME, YC, CEYP to support planning around the learner • 4 members of staff attending the Leading Equitable schools CLPL offered by the equity team. • PowerBi licences have been provided to all members of SLT and ELT • School context updates take place regularly to support analysis and adaptations <p>Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:</p> <ul style="list-style-type: none"> • Pupil surveys show that students feel costs are reduced to support learners inclusion • Pupils and parents supported to production of the self care packs and value their use • Progress on digital tools was impacted due to staff change within the pedagogy officer role • CLPs are having a positive impact on the learning pathways of young people in the senior phase • Rigour maths has supported learners to a point, a new approach is now being utilised after reviewing impact • PowerBi is an insightful tool to monitor and intervene timely
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	<ul style="list-style-type: none"> • Most staff have reported increased awareness of poverty related factors and systems have improved data awareness • Bathgate Quarter is being led by staff and pupils creating a sense of purpose and community • FME understanding has enhanced and resulted in a more robust approach to healthy eating and utilisation of entitlement • Canteen and school worked together to create intervention to ensure no child would be left unfed and hwb systems triggered. Successful roll out and adoption across WLC.
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<p>3.</p> <p>To improve children and young people's health & wellbeing</p> <p>Our measurable outcome for session 2023/24 was to</p> <p>Young people benefit from access to a wider range of supports in managing their wellbeing and the wellbeing of others through improved wellbeing, increased participation, positive relationships, and improved self-esteem.</p> <p>Staff benefit from time dedicated to building a team ethic.</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>Worked together to achieve our Silver Rights Respecting School Award</p> <ul style="list-style-type: none"> • Created our action plan and the school community worked together to be accredited as a Silver Rights Aware School during session 23-24. • Continued our work around challenging discrimination and promoting equality. Our Practitioner Enquiry group completed our Anti-discrimination policy entitled Promoting Diversity, Equality and Inclusion at Bathgate Academy which includes our staff and pupil pledges on our approach to tackling discriminatory actions. • Wellbeing Concern forms have been digitalised and we have embedded a systematic approach to recording and responding. <p>S1-S3 Wellbeing Curriculum enhancement</p> <ul style="list-style-type: none"> • We have improved our wellbeing curriculum in S1, S2 and S3 with a focus on developing positive relationships and ensuring our school values are core to pupil development. • Our Mental Health and Wellbeing strategy is universal through our Wellbeing Curriculum and daily connection classrooms at break and lunch and targeted groups and training provision has been enhanced. <p>Promoting Positive Relationship Policy</p> <ul style="list-style-type: none"> • Our PRP is established and communicated regularly across our school and classroom expectations are clear and consistent across faculties. • We launched our merit system which aligns to our values to recognise and reward positive relationships across our school • Local community partners including local business supported our reward system and offered vouchers/experiences at no cost to our pupils <p>Timely interventions to support learners</p> <ul style="list-style-type: none"> • A range of data including prior attainment, attendance, behavioural referrals, child's planning information was used by our support teams to identify appropriate interventions to support young people and remove barriers to learning. • Data is used by the house teams to identify appropriate interventions proactively to engage all learners. <p>Staff Wellbeing</p> <ul style="list-style-type: none"> • We allocated time during school Friday afternoons and inset days to build relationships across the staff team with opt in activities and staff lunches/bring a dish. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • We were accredited as a Silver Rights Aware School during this session and will now work towards achieving Gold. • Approaches including #Myname is and the production of a guide for staff with advice on inclusive pedagogy, curriculum and terminology consolidates our anti-discrimination and inclusivity approach. An
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	<p>increase in the number of discriminatory referrals reported and managed suggests an increased confidence of staff to recognise and challenge discriminatory behaviour as part of our staff pledge.</p> <ul style="list-style-type: none"> • This session has seen an increase in overall attendance from 84.76% to 85.2%. From December to May we saw a steady increase in attendance. Our gap between Q1 and 5 has reduced to 3.73%. 79% of parents who completed the Ethos survey feel that we promote positive attendance. • The results of the Ethos survey show that most young people feel that staff treat them fairly (83.71%) • HWB survey results show that most pupils feel safe most or all of the time and majority of pupils feel they have a trusted adult to speak to. • This session has seen a reduction in the number of all areas of exclusion compared to session 2022.23. Our exclusion rate is 20.1 per 1000 students, <ul style="list-style-type: none"> ○ 2022-23: 28 pupils, 33 exclusions, 147 openings ○ 2023.24: 21 pupils, 21 exclusions, 70 openings • We have seen an increase in bespoke packages and learning passports to support learning. • All staff have streamlined access to live information/strategies and can contribute to these plans through a systematic approach. • Our Positive Relationship Policy, expectations and merit system has been reviewed and agreed. • Over 100 S1-S3 students took part in a reward session to recognise their consistent meeting of classroom expectations. Pupils took part in ARK Café rewards, movie events and every member of staff issued pupils with an ARK VIP lunch pass across each term. These events contributed positively to the culture of our school and almost all pupils have reported they value these opportunities. • Almost all parents (90%) when surveyed reported that they feel comfortable approaching the school for a range of reasons.
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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 2023/24 was to ensure young people are supported in shaping their curriculum pathways to inform their futures and raise aspirations.</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>We have made good progress.</p> <p>What did we do?</p> <p>Pathway Planning</p> <ul style="list-style-type: none"> • We hosted a successful pathways event to raise awareness of all post school destinations and create more links with business partners to enhance our curriculum. • Our Pathways processes including the model or explore, support and choice supported learners and parents at key transition stages. • Career Management Skills were added to the explore stage of pathways planning. • Our skills station provision to support customised learning plans was further enhanced to expand learning opportunities where barrier exist. <p>DYW and Positive Destinations</p> <ul style="list-style-type: none"> • Our internal hub team expanded to increase the expertise in this area. • Key partners contributed in curriculum areas at Meet the professional events to inspire learners • Opportunities for your people to hear about different pathways including university, college and graduate apprenticeships were increased. <p>Inclusive Curriculum for All</p> <ul style="list-style-type: none"> • ‘Developing the whole person’ forms the backbone of our Wellbeing (BGE) and Wider Achievement (SP) timetabled inputs with a strategic lead now in place to maximise achievement and attainment for our learners.
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<input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information	<ul style="list-style-type: none"> • Pathways were explored to add value for next session and new additions include Level 5 Creative Industries, Level 6 Events, Level 6 Powering Futures and Introduction to Barista and Salon Skills. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Our 3-year positive destination trend is 94.28%, the previous 2 years have been above this average. We will continue to focus on improving in this area. • Almost all S4 students achieved at least 1 SCQF level 5 (94% - an increase on 2022-23) • Attendance at our Pathways evening was high and received positive feedback. This was open to S1-S6 and we will continue to adapt this event to meet the needs of all. • Pathways evening feedback suggests the Careers Fair and the Pathways Presentations were of more value than the workshops. • Young people were prepared at the point of pathways and almost all had explored careers and entry requirements to inform their choices. • All faculties updated their visual pathways to support the explore stage for learners and parents. • Our internal hub and pupil support team respond quickly to opportunities and work in partnership with learning providers (S4 pupils joined and passed a Level 4 construction course that started in January 2024). • Our Wider achievement tracking in the BGE and SP was developed and S4 pupils Work Placements were accredited with a Level 5 Preparation for Employment Award which added value for learners and employers.
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Parent/Carer Engagement

- We started this session with a new Chair in our Parent Council and spent time exploring the role of parent council and creating a constitution. As we move into the new session we are rebranding our Parent Council to our Parent Network and plan to have a larger more active network moving forward.
- Parental contact is encouraged via our Parent Network and school communications to discuss concerns, issues and queries via PTCs, PTS's and SLT.
- Parents/carers have regular universal contact through T&M, Twitter, App, Groupcalls, Information evenings and regular HT Updates.
- Following consultation with teachers and parents/carers our parents' evenings will remain online with the majority of parents and staff opting for this. We will continue to host events in school such as settling in evenings, Pathways events and targeted year group events.
- When surveyed most parents valued parents evening appointments and would like more information on learning, when reports are published via Progress online we will link the learning in each subject and feedback sources to support learner conversations at home.
- Our Pupil Parliament will be relaunched as our ARK Collective and pupils will be actively broadcasting to parents/carers and seek their views.

Student and Parent/Carer Satisfaction

- The majority of parent/carers reported overall satisfaction with Bathgate Academy.
- Most students reported they feel treated fairly and with respect and feel safe when at school.
- The majority of parent/carers feel they are kept informed about the work of the school and school events and find school staff approachable and welcoming when they need to speak with them.
- Most parents feel their child is safe in school and treated fairly at school.

Our Wider Achievements this year have been:

- Our whole school community have recognised and celebrated our school values of Ambition, Kindness and Respect across our school and local community which has been positively recognised.
- Tesco Bathgate has been an active partnership with our school and supported our ARK reward trips throughout the year.
- We were awarded £1500 through Tesco's stronger starts scheme which has been used to support activities around COSD and ARK rewards
- Bathgate Academy was awarded Silver Rights Respecting Schools Status.
- S6 students took part in a successful Duke of Edinburgh expedition.
- Our career ready young people completed their internships in a variety of workplaces supported by their mentors including Dalmahoy Hotel, Spark, WLDAS, Ski, Business Gateway, Mitsubishi and Virgin hotels.
- Bathgate Academy senior pupils attended FJSS group to honour Black History Month, hear from Sir Geoff Palmer and contributed to editing the WL Connections publication to be used as a learning resource across WL schools.
- Bathgate Academy pupils took part in and received medals at the West Lothian Secondary School Country Championships in September.
- School captains led on curriculum making sessions with our pupil parliament.
- Pupils received rewards for values in action which included vouchers for complimentary xcite passes gifted by our partners Bathgate xcite.
- S3 pupils took part in a Languages Explorers programme where they were supported by mentors in partnership with Strathclyde university.
- S3 pupils took part in YPI Scotland and the winning group presented River Kids with a cheque for £3000.
- Xcite worked in partnership with Bathgate Academy and offered young people an input connecting mental and physical wellbeing.
- Senior pupils through community projects worked with cluster primary schools to share their passion for music and sport.
- Our top 100 merit winners took part in an ARK pizza and movie party with a large number of pizzas donated by Pizza Hut Bathgate to support our school values in action.
- Sophie won the ASA Scotland Charity Remembrance Poem Competition. As a result, Bathgate will hold the Lt Col Gary Tait MBE shield.
- Our Sport and Recreation pupils led a bench ball festival involving 300 pupils from our cluster primaries over 4 weeks.
- Senior students volunteered at West Lothian parasports festival and pupils taking part had an excellent experience.
- Young people took part in tree planting in the Boghall Community.
- Bathgate Academy achieved School Gardening Award Level 5.
- S1/S2 girls football made it through to the National Finals.
- Our S6 pupil Fiona received Edinburgh College's achievement award for AH French and a £500 bursary from the Franco-Scottish Society to support a time to France.

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

*(Indicators used in How good is our School? 4th Edition, Education Scotland 2015 and How Good is Our Early Learning and Childcare? 2016)