

# **Bathgate Academy**

## **School Improvement Plan**

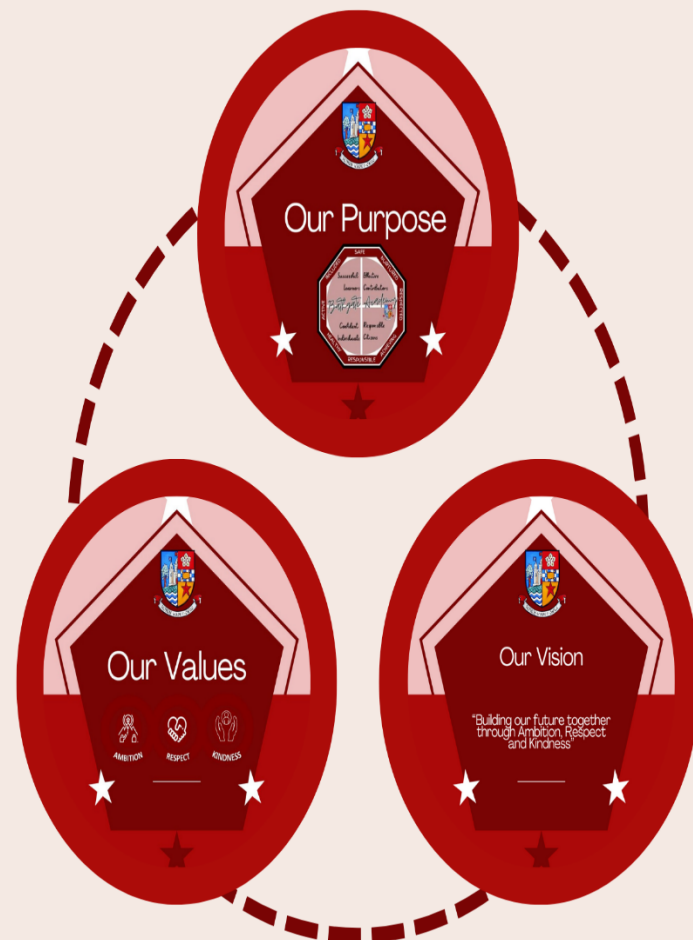
### **2025-2026**



## Head Teacher's Introduction

### BATHGATE ACADEMY

#### OUR PURPOSE



#### OUR VALUES

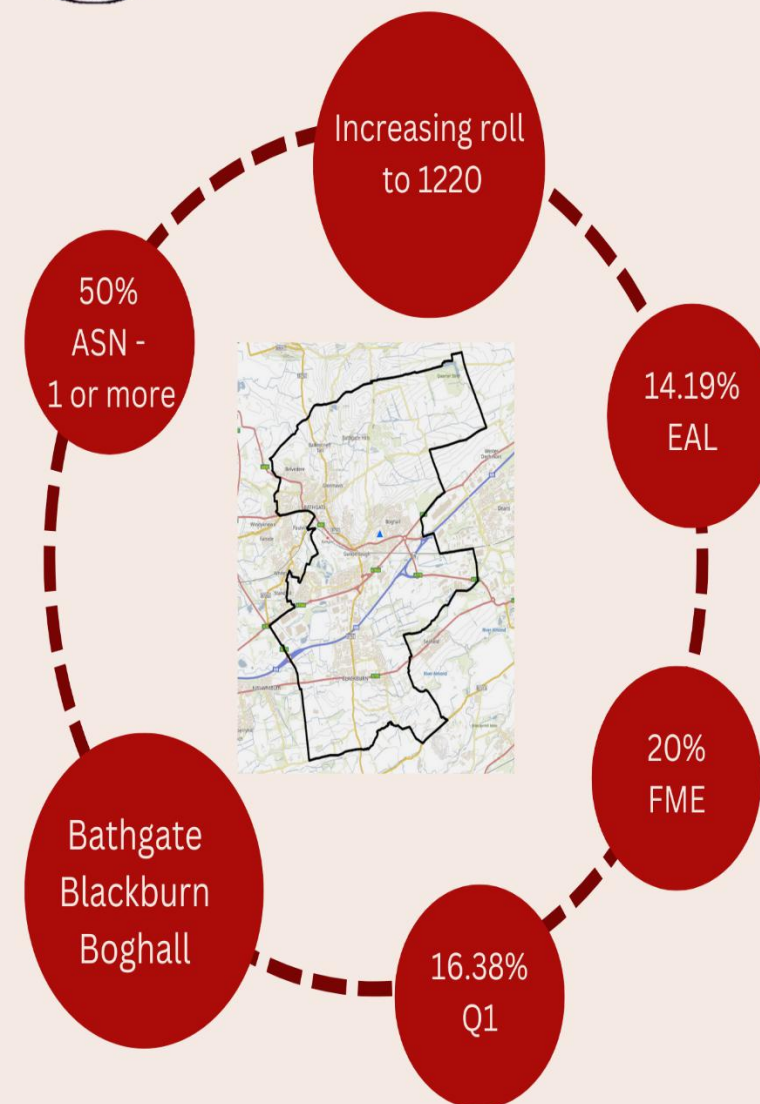
Ambition  
Respect  
Kindness

#### OUR VISION

Building our future  
together through  
Ambition, Respect and  
Kindness.



### 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 6 Principal Teachers Curriculum each with responsibilities for Curricular Areas, Principal Teacher of Raising Attainment 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 and 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 and 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 increase personal, social, cultural and economic opportunities.

## [National Improvement Framework](#)

## [NIF sketchnote 2025](#)



## [West Lothian Raising Education Attainment Strategy 2023-2028](#)



## Summary of Bathgate Academy Priorities 2025-2026

### SCHOOL IMPROVEMENT PLAN SUMMARY 2025-2026

#### Areas to Improve

- Quality of inclusive Learning and Teaching
  - Universal
  - Targeted Learning Provisions
  - Meeting learners needs collectively with confidence in applying strategies to promote inclusion, wellbeing and equity
- Support Strategy Alignment
  - Attendance strategy including a staged intervention framework
  - Learner Planning utilising the Circle Framework
- Attainment for all
  - BGE – Tracking and Monitoring processes and interventions
  - SP – Responsive to SQA
- Self-Evaluation for Continuous Improvement Processes

#### Areas to Understand

- The impact of our tracking and monitoring in the BGE for stakeholders?
- The impact of the national Curriculum Improvement Cycle and our engagement with changes?



#### Areas to Consolidate

- Vision & Values
  - UNCRC
    - PRP Vision and Strategy
    - ARK Rewards
    - Equality & Diversity
- Raising Attainment
  - SP
- Numeracy Cluster Focus: BTCM

BUILDING OUR FUTURE TOGETHER THROUGH AMBITION RESPECT AND KINDNESS



# Priorities for Improvement

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
By June 2026, 100% of learners will access planned universal or targeted learning experiences, evidenced by lesson observations showing at least 90% alignment to individual needs in all departments.	2.3 3.2	Evidence-informed CPL based on PRD identified needs delivered through Cuppa L&T sessions, Practitioner Enquiry Groups (PEGs) and network afternoons.	Throughout session 2025-26	Cuppa L&T lead: L. McDonald PEGs: ELT leads tbc	Feedback from Cuppa L&T/PEG minutes and action points/Minutes of SLT/ELT/DMs	
	2.2 2.3	Lessons will demonstrate teachers using shared success criteria to deliver appropriate pace and challenge, verified through peer/ELT/SLT learning visits.	Aug 2025	Strategy for L&T across inset days. PTCs in FMs/CLPL	Learning observations (peer, PTC, SLT)/Peer reflections/Self-reflections/Learner Voice/Data trends/attainment	
	1.1 2.3	All faculties will demonstrate that plenaries and formative assessment are used to adapt next steps in learning.	Ongoing	Link PT/HL/HWB Teacher		
	2.3 2.4 3.2	By Aug 2025 SIPPS will launch and growth be monitored including learning resource development and staff CLPL around processes.	Spaces in operation from Aug 2025	Support team	Uptake/Tracking of progress/Attendance & Engagement data/Case Studies/Pupil Plans and strategies/Teacher confidence and use of strategies	
	2.2 2.3 3.2	By June 2026, 90% of pupils will be able to articulate subject-specific 'What Went Well/Even Better If' feedback, measured through random sample pupil focus groups each term. Learning conversations are universal across all subjects and HWB in BGE and WA in SP will monitor and support overall progress.	Throughout the session	Led by RD and GS	Pupils can articulate 'what went well, even better if' for subject areas/Attainment trends improving Impact of interventions actioned/Attainment team data sheets	
	3.1	During the first term we will completed a CIA for a chosen theme of QI 3.1.	CIA date	G Louden/House Leaders	CIA Report/Strengths and next steps/Agreed actions and planning	
Attendance: To improve secondary average attendance to 91%; to improve quintile 1 attendance to over 85%.	3.1 3.2	<b>Universal</b> In line with the revised policy, all schools will develop guidance on attendance procedures tailored to the individual school context. Develop contextualized attendance improvement strategy, including resources to support parental awareness of non-attendance that can be shared at a WL and school level.	Term 1	G Louden J Connelly E McKay L Armitage All Staff	School strategy/Attendance data/Intervention impact data – SIFA/Minutes of meetings/Broadcasting and impact	
	3.1	<b>Targeted</b> Central tracking of attendance across schools with clear targeting of support and CLPL for identified schools. CLPL will support QI targeted approaches to improve attendance of young people from 70-90%	Term 1		PowerBi/Allocated case load monitoring/Mentoring of allocated learners	
	3.1 3.2	<b>Enhanced</b> Plan for young people below 50% attendance. Revised partnership approaches to support nonattendance will be implemented in line with the new policy.	Term 1		CLPL/Utilisation of SIPPS/Child engagement plans/Usage of tools – EMSA Survey tracking	
Raising Attainment: By June 2026, attainment team actions will result in at least 80% of identified priority areas meeting or exceeding set performance targets.	2.3 3.2	Building Thinking Classrooms in Maths - continue to develop BTC through a cluster model (RAISE) and utilise as a pedagogical tool across learning	Across academic session	Cluster teachers/Maths colleagues	Feedback from Maths teachers following cluster events/Annotated action plans from Maths PTCs.	
	2.3 2.7	Cluster Numeracy transitions – cross sector SLWG to be established (RAISE)	Across academic session	Cluster teachers/Maths colleagues	Cluster action plan/Cluster CLPL/Tracking of agreed measures/ACL data/SNSA data/CAT data/Gradient of progression over time	
	2.3 3.2	Middle and Senior leaders plan strategically to raise attainment in Senior Phase subjects, including those targeted at authority level.	Throughout session – middle leader network afternoons	Middle leaders	Feedback from middle leader network sessions. Quality of FIP annotations.	
	2.3	All schools have effective Planning, Tracking, Monitoring & Assessment approaches in the BGE (RAISE) By June 2026, all faculties will use the refreshed policy consistently, evidenced in 100% of BGE tracking reports aligning to agreed format.	June 2026	JF/Middle Leaders	Shared understanding and ownership of refreshed tracking, monitoring and assessment policy/Updated policy/Attainment trends/Data QA and user feedback	
	3.2	Continue to develop the role of the attainment team to focus on identified attainment priorities	Ongoing	JF/JAW/All Staff	Updated policy in partnership with stakeholders Data trends/Intervention tracker Identified cohort tracking and improved outcomes impact	
	3.3	Pilot My World of Work new profiling with our SIPPs faculty through a small test of change with identified senior phase pupils (RAISE)	Monthly	Alex Strang/SIPPS Staff	Pupil feedback/Utilisation of tool/Outputs from profiling of experiences using tool	
	2.2	Continue to build connections with primaries on curriculum pathways and opportunities for collaborative understanding	Termly	ELT	Impact of faculty digital transition inputs/Planned CLPL offer across sectors and tracking of uptake	
IT Strategy	1.5	Storage of records on shared space/WLC FM	Ongoing	ELT	Development of digital strategy and rolling/programme of implementation/Pathways and routes to information/Sampling of data sets and storage accuracy with follow up actions and monitoring	
Improve positive destination percentages across cohorts.	3.2 3.3	Robust approaches to DYW in place in every secondary school demonstrating a clear impact on young people (RAISE)	June 2026 (stages detailed on RAISE plan)	SLT & ELT	Curriculum rationale and our learning offer updated to include our DYW strategy across the curriculum Creation of SCQF Ambassador programme Capture faculty based approached to amplify eg Pathways to the professions/Attendance at Pathways events	
	3.2 3.3	By June 2026, PDIG strategic plan actions will result in: all pupils – 96.7%; Q1 pupils – 93.0%; ASN pupils – 93.7%; CEYP sustained at 89.0%.	Ongoing	GL (SLDR)/LMcF (Collab PD Hub)/EMcK (CEYP) All staff	Identified cohorts tracker/Intervention based on need/External provision available and impact on learners/Planning around child data	
	2.7 3.1 3.2	By June 2026, 100% of hubs will operate with new Roles & Responsibilities document and tracking system, with 90% of partners rating effectiveness as good or better.	No date on RAISE plan	SLT ELT Partners: School Youth Services/SDS/WLC	Hub minutes Destination tracker Caseload review and impact of intervention tracker Partnership effectiveness rating	
Relationships: Updated Positive Relationship Policy, Improved &	3.1 3.2	Launch Choose Kindness policy and Improve & embedded anti-bullying & equalities strategy (RAISE).	Term one	SLT GL	Record of reporting of bullying incidents Fact find and outcome information Survey of learners and parents on processes following any reported incident	

embedded anti-bullying & equalities strategy (RAISE).					Assembly record and HWB lesson input responsive to data	
	3.1	By Dec 2025, 100% of staff will have engaged with refreshed positive relationships policy (RAISE), with 85% reporting increased confidence in applying it.	Ongoing	LW/AL GL SLT/ELT All Staff	Staged intervention for Relationships tracking Targeted interventions through SIPP resource Restorative approaches impact in classroom Completion of MAYBO training ASSIST data Learner support plans	
	2.6	Build connections with cluster primaries to collaborate on restorative approaches	Termly	Cluster HT group Identified staff	Review of approaches Joint vision and values CLPL to support joint approaches Staff feedback and reflection	



## Priorities for Consolidation

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
Vision and Values embedded including Positive Relationship Policy Umbrella	1.1 1.3 3.1	Vision refresh and embed and embed updated approach to rewards through our ARK Values	Throughout session	All staff	Pupil feedback Staff feedback Parent/Carer feedback ARK Dashboard	
L&T toolkit	2.3 3.2	Elements of the L&T toolkit are seen in learning visits for a more consistent approach (e.g. the format of giving feedback according to 'what went well, even better if').	Throughout session	Teachers, PTCs, SLT	Learning observation forms peer learning visits	
Senior Phase Attainment Strategy	2.2 2.6 3.2 3.3	Embed processes around data literacy and planned interventions to improve outcomes	Throughout session	Attainment Team, ELT	Data trends Monthly tracking of interventions Learning conversations Pupil focus groups	
		Enhance the S6 Experience by including Powering Futures and leadership opportunities across our community to enhance the S6 experience and community connections (The work of the S6 experience group continues to develop, be evaluated and further improved RAISE)	Throughout session	Attainment Team, ELT	S6 tracker of attainment and learning experiences Attendance at S6 events eg West Drive Survey and Impact BA to GA programme	

## Priorities for Understanding



Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
Staff engagement with educational policy landscape	1.1 1.2 1.3	WLC staff have increased awareness of national Curriculum Improvement Cycle and opportunity to inform change where possible	Ongoing	All staff	CLPL input National information and actions agreed Staff awareness and understanding of emerging changes	
	2.2 2.3 2.5	The impact of our tracking and monitoring in the BGE for all stakeholders	Ongoing	SLT/ELT/All	CLPL Input Small test of change with identified PEG group Consultation findings and agreed actions	