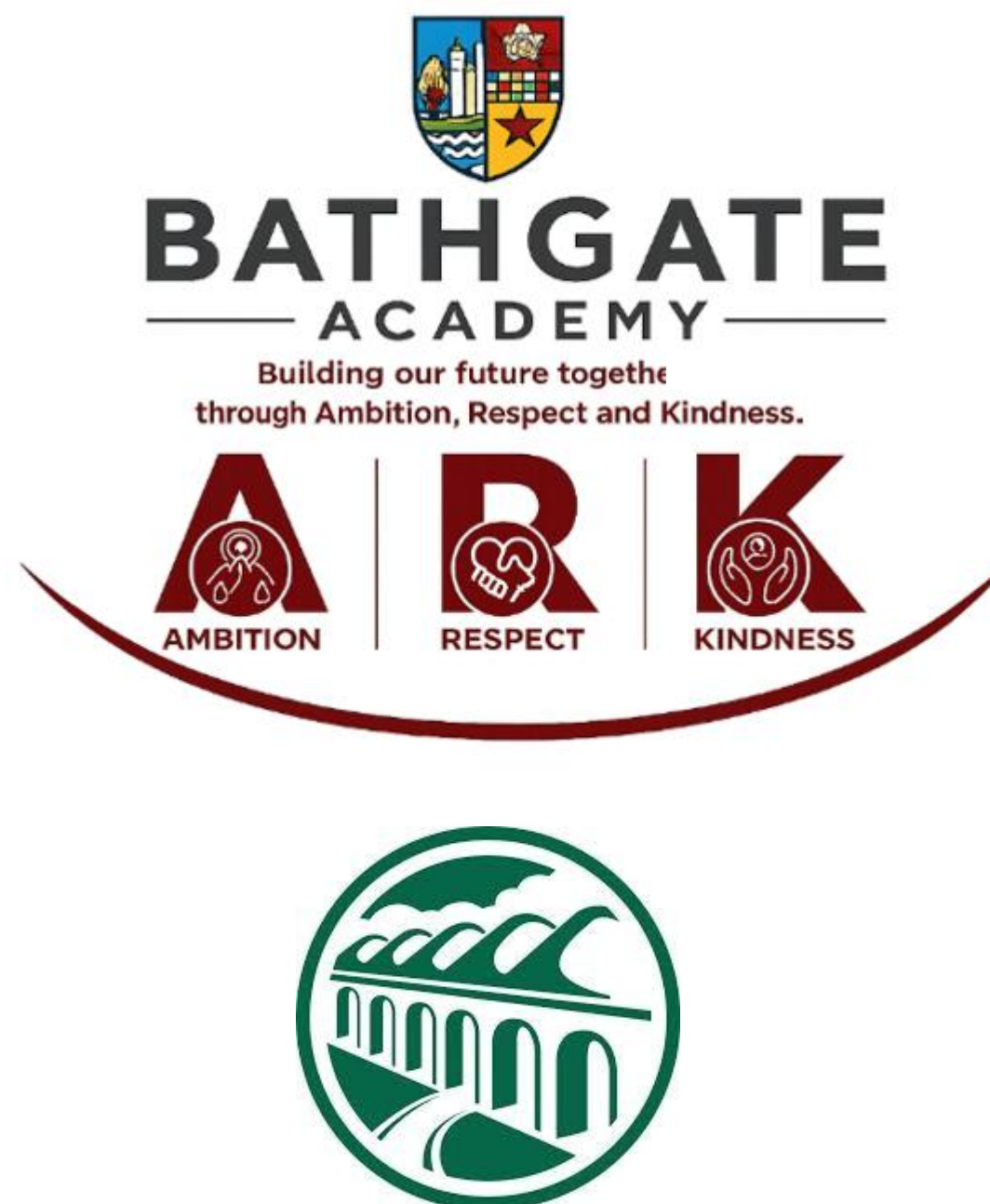
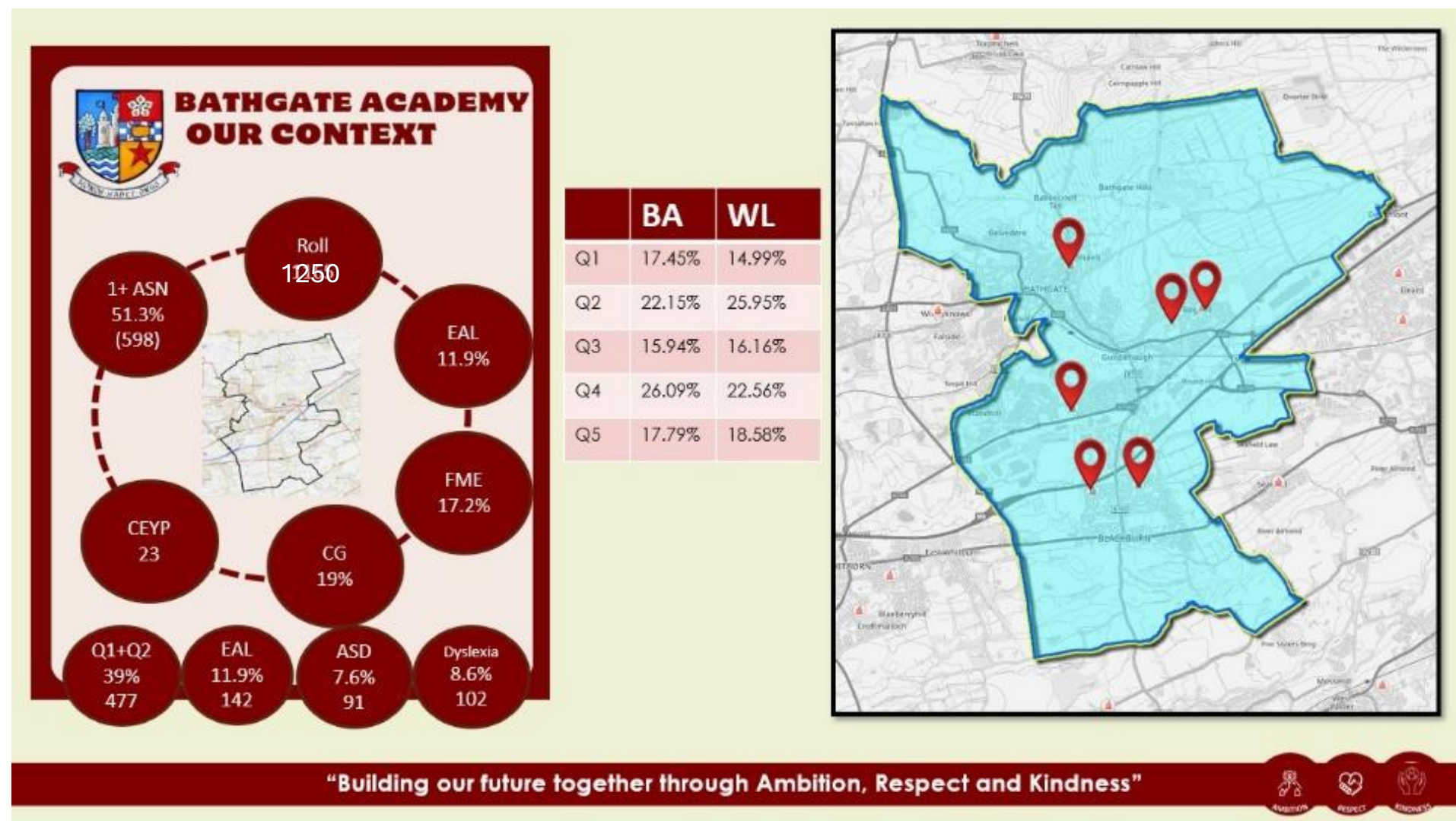


Bathgate Academy
School Improvement Plan
2026-2027



Head Teacher’s Introduction

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 17%. 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 and we have developed our joint vision. 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.

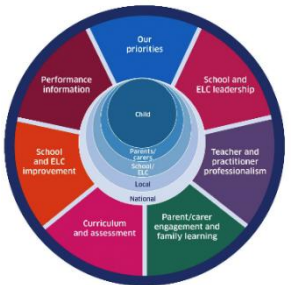
Outcome 2 – Wellbeing, Inclusion and Attendance

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 Priorities 2026-2027

School Improvement Plan Summary 2026-2027



Areas to Improve

- **Inclusive universal practice and learner engagement**

By June 2027, inclusive universal practice will be applied consistently across almost all curricular areas, resulting in improved learner engagement.

- **Learner attendance and belonging**

By June 2027, attendance and sense of belonging will be strengthened for most learners through the embedding of a consistent whole-school approach.

- **Raising attainment through high-quality learning, teaching and assessment**

By June 2027, high-quality learning, teaching and assessment approaches will be consistently applied across the school, leading to improved attainment for almost all learners.

Areas to Understand

- How effectively is our future curriculum design aligned to the curriculum improvement cycle, and what are our next steps?



Areas to Consolidate

- To embed and sustain the ARK Vision and Values across the school community alongside our focused SIRS approach.
- To strengthen SIPPs and inclusive pathways to ensure needs-led support for all learners.
- To use data more effectively to inform improvement priorities, interventions, and impact evaluation.
- To enhance Developing the Young Workforce (DYW) provision and improve positive destinations for all learners.

Educating the whole person in a spirit of enquiry, to judge wisely, act fairly and live well.



Priorities for Improvement

Desired Outcome	Aims (STAN*)	QIs	Action(s)	Timeli ne	Who	What do we need to know? How will we measure it?	Progress Update
Improved practice in Inclusive universal practice and learner engagement	By June 2027, inclusive universal practice will be applied consistently across almost all curricular areas, resulting in improved learner engagement.	2.3	Develop and implement a Bathgate Academy Universal Support Framework which clearly outlines the inclusive practices expected in every classroom. The framework will establish a shared understanding of effective universal support and provide practical guidance on meeting a diverse range of learner needs through high-quality learning and teaching.	August – October 2026	Lauren White	- Universal Support Framework developed and shared with all staff. - Staff survey/focus group indicates improved understanding of universal support expectations. - Framework referenced within faculty improvement planning. - Learning walks, learning visits and learning rounds show increasing consistency in the application of agreed universal strategies.	
			Engage in professional learning focused on differentiation, adaptive teaching and scaffolding strategies. Through collegiate working, sharing of effective practice, and learning rounds, staff will develop their ability to plan learning experiences that meet the needs of all learners rather than teaching primarily to the middle-attaining group.	August 2026 – May 2027	Lauren White, PTCs, All teaching staff	- CLPL programme delivered (universal and targeted). - Staff participation records and evaluations. - Increased staff confidence evidenced through survey data. - Learning visits, learning walks and learning rounds demonstrate a wider range of adaptive teaching and scaffolding strategies being used. - Faculty self-evaluation identifies improvements within learning experiences.	
		2.3	Direct observation will focus on inclusive practice. Effective approaches will be identified, shared and embedded across curricular areas to promote greater consistency in meeting learner needs.	September 2026 – May 2027	SLT, ELT	- Learning visits and learning walks records. - Examples of effective practice shared through new Cuppa L & T format, Pedagogy Postcards, Faculty Meetings and Inset Day sessions.	
		2.3 3.2	Engage learners in structured learner conversations to identify strengths, barriers to learning and strategies that support success in the classroom.	October 2026 – May 2027	All teaching staff	- Learner profiles updated and co-produced with learners. - Learner conversation records completed. - Passports created or updated (if required).	
		2.3	Embed use of learner profiles, learner voice and data to inform planning and adaptive teaching approaches for targeted groups of learners, ensuring learning experiences are accessible, appropriately challenging and responsive to individual needs.	August 2026 – May 2027	Alex Strang, PTSs, All teaching staff	- Planning documentation demonstrates consideration of learner needs. - Learning visits, learning walks and learning rounds show evidence of adaptive teaching and responsive classroom practice. - Staff feedback evidences how learner information informs planning. - Improved learner engagement and attainment data. - Positive feedback from learners regarding support and challenge in lessons.	
Improved outcomes in Learner attendance and belonging	By June 2027, attendance and sense of belonging will be strengthened for most learners through the embedding of a consistent whole-school approach.	3.1 3.2 2.4 2.7	Develop a shared understanding of Bathgate Academy's attendance policy, attendance intervention framework and expectations for attendance and punctuality. Through a planned communication and engagement strategy, all stakeholders will understand their role in ensuring young people are ready to learn and attend school regularly.	August 2026 – June 2027	Gemma Loudon, Jamie Connelly	- Attendance communication strategy implemented. - Attendance information shared through assemblies, parent evenings, newsletters, social media and school website. - Stakeholder surveys demonstrate increased understanding of attendance expectations and processes. - Increased consistency in the application of attendance procedures across the school. - Reduction in stakeholder queries relating to attendance processes.	
		1.4 3.1	Consistently implement the attendance policy and staged intervention framework, ensuring concerns are identified early, recorded appropriately and responded to in a timely and proportionate manner. Staff will make effective use of attendance data and tracking systems to support learners at risk of disengagement.	August 2026 – June 2027	Gemma Loudon, Jamie Connelly, PTSs, Alex Strang	- Attendance tracking spreadsheet used consistently across year groups. - Attendance interventions recorded and reviewed. - Quality assurance of attendance records demonstrates improved consistency. - Reduction in the number of learners requiring intensive attendance interventions. - Increased attendance rates for identified learners.	
		3.1	Ensure that attendance figures are measurable and in line with increments against the WLC raise plan: By June 2027 overall attendance to improve to 87% with Q1 improvement to 83.4% and FME to 74% By June 2027, the 50% absence rate will overall improve with an enhanced focus on the S3 cohort to improve by 2%	August 2026 – June 2027	Gemma Loudon, Jamie Connelly, PTSs, Alex Strang, Ellis McKay, Lewis Armitage	- Attendance tracking spreadsheet used consistently across year groups. - Robust analysis of powerBi data - Quality assurance of attendance records demonstrates improved consistency. - Improved attendance among identified cohorts.	
		1.3 1.5 2.3	Use attendance and latecoming data to identify patterns, target interventions and monitor impact. Early intervention approaches will be implemented to improve punctuality and reduce lost learning time, with particular focus on learners displaying emerging attendance concerns.	August 2026 – June 2027	Gemma Loudon, PTCs, PTSs	- Regular analysis of attendance and latecoming data. - Targeted punctuality interventions implemented and reviewed. - Reduction in latecoming incidents. - Increased proportion of learners arriving on time and ready to learn. - Improved attendance among identified cohorts.	
		2.2 2.7 3.3	Provide learners with meaningful opportunities to influence school improvement through participation, leadership and learner voice activities. The Participation Leader will work with learners and staff to strengthen young people's sense of belonging, connection and engagement with school life.	August 2026 – June 2027	Amy Merson	- Participation calendar established. - Increased learner participation in leadership and consultation opportunities. - Learner voice activities completed throughout the session. - Learners report feeling listened to and valued within the school community. - Increased participation in wider achievement and school improvement activities. - Improved sense of belonging measures through learner surveys.	

Raising attainment and achievement through high quality learning, teaching and assessment	By June 2027, high-quality learning, teaching and assessment approaches will be consistently applied across the school, leading to improved attainment for almost all learners.	2.3 1.1	Develop and consistently apply a shared set of high-impact teaching strategies to improve learner engagement, understanding and attainment. Through professional learning, collaborative planning and the sharing of effective practice, staff will develop greater consistency in the delivery of high-quality learning and teaching across the school.	August 2026 – June 2027	Lauren White, Julie-Anne Waddell, Louise Macarthur, PTCs, All teaching staff	- Agreed high-impact teaching strategies identified and communicated to staff. - Professional learning delivered and evaluated. - Learning visits and learning rounds demonstrate increasing consistency in the use of agreed approaches. - Faculty self-evaluation evidences implementation of agreed strategies. - Improved learner engagement and attainment data.	
		2.3 3.2	Strengthen the use of formative assessment approaches to regularly check for understanding, identify misconceptions and inform next steps in learning. Staff will use assessment evidence to adapt learning experiences and ensure appropriate support and challenge for all learners.	August 2026 – June 2027	Lauren White, PTCs, All teaching staff	- Learning visits demonstrate effective use of formative assessment strategies. - Learner conversations indicate increased understanding of learning and progress. - Staff can articulate how assessment information informs their planning. - Improved learner progress across curricular areas.	
		1.2 2.3	Develop a consistent approach to providing high-quality feedback that helps learners understand their strengths, identify areas for improvement and take appropriate next steps in their learning. Opportunities for learners to act on feedback will be embedded within learning and teaching.	August 2026 – June 2027	Lauren White, PTCs, All teaching staff	- Agreed feedback approaches evident across curricular areas. - Learning visits and sampling activities demonstrate effective feedback practices. - Learners can explain how feedback supports their progress. - Increased evidence of learners responding to and acting upon feedback. - Improved learner attainment and progress data.	
		1.4 2.2 2.3 3.2	Use tracking and monitoring data to identify learners who are at risk of underachieving. Targeted interventions will be implemented, monitored and reviewed to improve outcomes and reduce attainment gaps for identified groups of learners.	September 2026 – April 2027	Eileen Paxton, John Fleming, Julie-Anne Waddell, ELT, All teaching staff	- Regular tracking and monitoring meetings take place. - Intervention plans are implemented, tracked and reviewed through an intervention tracker. - Improved attainment for identified learners and groups. - Reduction in the number of learners underachieving against expected outcomes. - Narrowing of identified attainment gaps.	
		3.2	Undertake robust analysis of Qualifications Scotland results to identify key attainment gaps, leading to the development of targeted subject-specific action plans, with a structured programme of quality assurance to monitor implementation, consistency and impact on learner outcomes.	September 2026 – April 2027	Eileen Paxton, John Fleming, Julie-Anne Waddell, Identified Faculties	- Comparative analysis of Qualifications Scotland (SQA) results (by level, cohort and subject) including trends over time - Completed and reviewed subject-specific action plans clearly linked to identified attainment gaps and priorities - Evidence from learning visits, work sampling and moderation activities demonstrating consistency in LTA approaches - Ongoing tracking of learner progress (e.g. BGE/Senior Phase data drops, prelim vs final attainment) showing impact of interventions - FIP evaluation updates evidencing progress against actions and measurable improvements in attainment	

Priorities for Consolidation

Desired Outcome	Aims	QIs	Action(s)	Timeline	Who	What do we need to know? How will we measure it?	Progress Update
To embed and sustain the ARK Vision and Values across the school community alongside our focused SIRS approach.	1) To strengthen a positive, values-based school culture. 2) To increase consistency in relationship-based practice across the school. 3) To recognise and celebrate positive behaviour, achievement and contribution.	1.3 1.4 3.1	Staff, learners and families will have regular updates linked to our ARK Vision and Values programme. The ARK rewards system will be reviewed and developed to strengthen recognition and celebration of positive contributions.	August 2026 – June 2027	Eileen Paxton, Alan Lawson, Lauren White, Laura Hepburn	- Increased awareness of ARK values. - Increased ARK Credits. - Increased ARK Rewards. - Positive learner and parent feedback.	
		3.1 2.3	Staff will consistently implement the SIRS approach through restorative practice, staged interventions and professional dialogue.	August 2026 – June 2027	All staff	- Quality assurance demonstrates consistent application. - Increased staff confidence. - Reduction in repeat behaviour incidents (referrals and assist). - Improved learner perceptions of fairness and consistency.	
To strengthen SIPPs and inclusive pathways to ensure needs-led support for all learners.	1)To ensure pathways meet the diverse needs of learners. 2) To provide timely, appropriate and effective support. 3) To strengthen consistency in referral and review processes. 4) To develop a system that evidences impact of all targeted support interventions.	2.2	Staff will review and develop SIPPs and inclusive pathways to ensure provision continues to meet identified learner needs.	August 2026 – May 2027	Lauren White, Alex Strang	- Annual pathway review completed. - New and adapted pathway opportunities implemented. - Positive learner outcomes and feedback.	
		1.5 2.4 3.2	Staff will implement a consistent referral, planning and review process for SIPPs.	August 2026 – May 2027	Lauren White, Alex Strang, Gemma Loudon, Ellis McKay, PTSs	- Consistent referral documentation used. - Review meetings held within agreed timescales. - Improved tracking of learner progress and support.	
		3.2	Staff will create a standardised data framework that evidences impact pre – during – post intervention. This framework will provide the basis of detailed case studies.	August 2026 – May 2027	Lauren White, Alex Strang, SIPPS and Support staff	- Comparison of pre, during and post data (attainment, engagement, behaviour). - Learner feedback and staff evaluation.	
To use data more effectively to inform improvement priorities, interventions, and impact evaluation.	1)To strengthen self-evaluation and evidence-informed decision making. 2) To improve the use of data to identify priorities and target interventions. 3) To evaluate the impact of improvement activity more effectively.	3.2	Staff will implement a clear self-evaluation and continuous improvement policy which supports the systematic use of evidence to identify priorities, plan improvements and evaluate impact.	August 2026 – June 2027	Eileen Paxton, Lauren White, ELT	- Self-evaluation policy developed and implemented. - Improvement plans more explicitly informed by evidence. - Increased staff confidence in self-evaluation.	
To enhance Developing the Young Workforce provision and improve positive destinations for all learners.	1)To strengthen learners' understanding of pathways beyond school. 2) To embed DYW across the curriculum. 3) To increase meaningful employer engagement and partnership working.	2.2 3.3	The DYW Coordinator will work with faculties to embed career education, skills development and labour market awareness across the curriculum.	August 2026 – May 2027	Cerys Bryson, PTCs	- DYW planning evident across faculties. - Learners can articulate Language of Learning skills. - Increased awareness of career pathways.	
		3.3	The school will strengthen partnerships with employers to increase meaningful employer engagement and vocational learning opportunities. By October 2026: - improve PD of all pupils from 95.4% to 96.5%, of ASN pupils from 92.4% to 93% - Improve Q1 SLDR from 94 to 94.03% Ensure the PD pathway reflects learner choice, supporting progression towards Higher Education and Graduate Apprenticeships	August 2026 – June 2027	Gemma Loudon, Cerys Bryson, PTCs	- Increased employer engagement activities. - Every faculty involved in employer-linked learning. - Increased learner participation in vocational opportunities. - Robust analysis of 16+ portal and powerBi data	

Priorities for Understanding

Desired Outcome	Aims	QIs	Action(s)	Timeline	Who	What do we need to know? How will we measure it?	Progress Update
How effectively is our future curriculum design aligned to the curriculum improvement cycle, and what are our next steps?	1)To develop a shared understanding of the Curriculum Improvement Cycle and its implications for future curriculum design. 2) To evaluate the extent to which current curriculum pathways reflect local and national priorities. 3) To identify priorities for future curriculum development which meet the needs of learners and the wider community.	1.1 1.2 1.3 2.2 2.3	Staff will engage with national and local guidance relating to curriculum improvement and participate in collaborative curriculum review activities. Through professional dialogue and self-evaluation, staff will consider how effectively current curriculum pathways support learner entitlement, progression, achievement and positive destinations.	August 2026 – May 2027	All Staff	- Curriculum review activities completed. - Staff understanding of curriculum improvement priorities evaluated. - Faculty reflections and evaluations recorded. - Current curriculum strengths and areas for development identified.	
		2.2 3.2	Staff will use learner voice, attainment data, destination data and stakeholder consultation to inform future curriculum planning. Findings will be used to identify potential curriculum developments and establish priorities for the next phase of curriculum improvement.	October 2026 – May 2027	Eileen Paxton, Sarah Moffatt, Lauren White	- Learner, parent/carers and partner consultation completed. - Future curriculum priorities agreed. - Evidence of curriculum planning informed by learner need and stakeholder feedback.	