

# **Armadale Academy**



## **PROGRESS REPORT FOR SESSION 2019/20**

**(Standards & Quality Report)**

**West Main Street**

**Armadale**

**West Lothian**

**EH48 3LY**

## ABOUT OUR SCHOOL



Armadale Academy is a six-year comprehensive school for over 1000 students from the Armadale, Blackridge and Bathgate catchment area.

Our school is a PPP3 school which has excellent facilities used by both the school and local community. **The school has over 100 staff, with 75 teaching staff currently.**

The Senior Leadership Team is made up of one Head Teacher, three Depute Head Teachers and a Business Support Manager. Our Senior Leadership Team remits have evolved this session to align with school improvement priorities.

The wider Extended Leadership Team is made up of an additional nine Principal Teachers Curriculum who all have a range of curricular area responsibilities alongside a whole school strategic leadership remit including: Numeracy; Literacy; Health and Wellbeing; STEM; Career-Long Professional Learning; Community Engagement; Additional Support Needs; Transition and Skills for Learning, Life and Work.

To reflect our strategic priority of creating a leadership culture across the school, we have prioritised resources in to an additional 'layer' of leadership across the staff. This has involved the temporary appointment of a Principal Teacher of Science (BGE) alongside an additional Principal Teacher Student Support.

Over the last 15 months, 7 of these leaders, across the Senior and Extended Leadership team have been appointed on a substantive or temporary basis. When added to the 5 new Development Post holders, leading and managing initiatives focused on improving specific outcomes for the school community, this will give a clear indication of the volume of change the school has undertaken over the last session.

The school has 5 associated primary schools, however several students from out with the catchment area attend based on parental choice. There is close working relationship between our cluster schools, and this is an area we are looking to further enhance as we move forward through targeted initiatives and joint working.

This session we have focused our collaborative development of a vision for the 3-18 Science Curriculum, working towards becoming the 1<sup>st</sup> West Lothian Cluster to achieve the Digital School's award and a Quality Improvement programme aimed at enhancing our provision in Wellbeing, Equality and Inclusion.

In session 2019-20 15% of our students lived in SIMD deciles of 1-3 (data zones which indicate the most deprived 30% of households) and our Free School Meal (FME) uptake was 13%.

Our stay on rates from S4 into S5 were 78% and S5 into S6 were 65%.

The school's most recent inspection was in October 2018. The inspection report can be found here:

<https://education.gov.scot/inspection-reports/west-lothian/5509238>

A subsequent follow up Validated Self Evaluation visit from West Lothian Council in December 2019, focusing on Leadership of Change and Wellbeing, Equality and Inclusion, indicated that significant progress had been made across these Quality Indicators, with particular success in moving Leadership of Change from a 'satisfactory' to 'good' within a relatively short period of time.

The school community has worked hard to improve outcomes for students based on the National Improved Framework's 4 key national priorities of:

- Raising attainment, especially in literacy and numeracy
- Closing the poverty related attainment gap between the most and least disadvantaged children
- Improving children and young people's health & wellbeing
- Employability skills, and sustained, positive school-leaver destinations for all young people

The school benefitted from £122,000 of Pupil Equity Funding directly from Scottish Government. These additional resources were used to develop a range of equity focused interventions including investment in a Family Support Worker and a Mental Health Counselling provision, the development of community based, needs focused curricular initiatives, and targeted literacy and numeracy supports.

## 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 2019/20, what the impact has been and what our next steps will be to continue to address these priorities in Session 2020/21.**

**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.npfs.org.uk/wp-content/uploads/2016/01/NPFS\\_NIF\\_E-1.pdf](https://www.npfs.org.uk/wp-content/uploads/2016/01/NPFS_NIF_E-1.pdf)**

PRIORITY	HOW DID WE DO?
<p><b>1. To raise attainment for all, especially in literacy and numeracy</b></p> <p><b>Our measurable outcomes for session 19-20 were to ensure:</b></p> <p>That in most lessons there is evidence of high quality questioning that develops higher order thinking skills and differentiation to meet learner needs</p> <p>That the majority of staff engage in activities associated with 'interrupting' their practice and monitoring the impact of these changes.</p> <p>Most students can identify their next steps across all subjects based on the developed rubrics and associated learner conversations</p> <p>Almost all (90%+) of students will have achieved a minimum of level 3 literacy and numeracy by the end of S3</p> <p>The majority (more than 50%) of S4 students are presented for N5 Maths</p> <p>The average tariff points score for our most able leavers is above 1700</p> <p>Almost all staff feel they are supported in their engagement with self-evaluation and can influence improvement planning through the faculty programme</p> <p>Most lesson observations are recognised as good or above</p> <p>Progress is made towards external accreditation via Digital Schools Award</p> <p>Students at all ages and stages have the ability to make an effective contribution to the school</p> <p>Almost all students feel ready to transition to High School</p> <p>Progress towards Quality Improvement 2.6 (Transitions) theme – Continuity and progression in learning – being rated as very good within 2 years</p>	<p><b>We have made good progress.</b></p> <p><b>What did we do?</b></p> <p>Developed a professional learning framework that includes: an enquiry model framed around 'Lesson Study' across a number of faculties (informed by the learning, teaching and assessment/moderation cycle) a new format for weekly CLPL sessions for staff; engagement with the external Outstanding Teacher Intervention programme for some staff, and significant investment in digital pedagogy professional learning as consequence of COVID-19 and our blended learning model</p> <p>Launched monthly Learning, Teaching and Assessment bulletins to promote 'interesting' practice and offer support and challenge to staff</p> <p>Developed a consistent framework for high quality learner conversations</p> <p>Developed Assessment Rubrics at faculty level across the Senior Phase</p> <p>Engagement with the First Ministers Reading Challenge</p> <p>Launched the Literacy boxes across all faculties</p> <p>Further development of a robust, collaborative faculty self-evaluation and improvement planning framework through the Curriculum Area Action Plan format</p> <p>Sharing of good practice and exemplification of excellent questioning, LI/SC and differentiation at whole school and subject area levels</p> <p>Made progress towards the external accreditation via the Digital schools award</p> <p>Introduction and development of the Student Leadership Academy to inform Self-Evaluation and Improvement Planning</p> <p>Reviewed the school's strategic plan for both pastoral and curricular transition (P7-S1), including a digital programme to respond to COVID-19</p> <p>Development of a vision for curriculum transition focusing on P6-S2 within Science</p> <p>Began the consultative process focused on a digital learning 'Bring your Own Device' policy</p> <p>Introduction of a new Family Learning evening aimed at supporting parents across the areas of Literacy, Numeracy and Health and Wellbeing</p> <p><b>Evidence indicates the impact is:</b></p> <p>Almost all students achieved level 3 literacy by the end of S3</p> <p>71% of students achieved Level 4 writing, an increase of 9% from last session</p> <p>Almost all students achieved level 3 numeracy by the end of S3</p> <p>The majority of students achieved Level 4 Maths by the end of S3</p> <p>The majority of S4 National 5 students were presented for National 5 Maths with an 84% A-C pass rate. This is a 19% increase in presentation rate from last session.</p> <p>We have significantly increased the attainment of our S4 students at National 5 and SCQF Level 5. Students who achieved 5 or more SQA National 5 results increased by 17% and 18% at SCQF Level 5.</p> <p>Almost all students achieved a minimum of 5 National 5 qualifications at level 3 or above</p> <p>We have significantly raised attainment for students studying multiple qualifications at Higher or equivalent level. S5 students who achieved 5 SQA Highers rose by 13% from last session and those who were successful in achieving 3 also rose by over 14%</p> <p>In less than half of the lessons observed there was evidence of high quality questioning and effective differentiation</p> <p>Most staff engaged in our CLPL programme and/or lesson study/OTI. Some staff engaged in some form of practitioner enquiry through the West Lothian NQT programme and our lesson study approach.</p> <p>Almost all staff are now increasingly confident in using the self-evaluation process (including the use of data/INSIGHT and the wider CAAP process)</p> <p>Almost all lessons observed positive relationships between staff and students</p> <p>Student voice is leading to positive changes across Learning, Teaching and Assessment</p>

	<p>Most Senior Phase students are clearer about their strengths and next steps in their learning based on our consistent framework to learner conversations</p> <p>Most parents and students embraced digital learning during COVID-19 lockdown and have indicated a desire to continue using on return to school</p> <p>Most of our Extended Leadership Team are increasingly using collegiate time to focus in on learning, teaching and assessment.</p> <p>An increasing number of students are involved in leadership opportunities across a range of ages and stages through the newly implemented Leadership Academy</p> <p>Most parents are positive about our approaches to family learning and have engaged particularly positively through the new medium of SKPYE for Business</p> <p><b>Our priorities for next session will be:</b></p> <p>To be confirmed. Awaiting further improvement/recovery planning guidance from Education Scotland.</p>
<p><b>2. To make progress towards closing the Poverty Related Attainment gap</b></p> <p><b>Our measurable outcomes for session 19-20 were to:</b></p> <p>Close the gap between the most and the least deprived at 5+ Level 5 qualifications from 35% to below 20%</p> <p>Ensure almost all (94%) students achieve level 3 for both literacy and numeracy</p> <p>Close the numeracy 'gap' at the end of S3 (Level 3) between the most and the least deprived students is reduced to under 15% (currently 27%)</p> <p>Close the Literacy 'gap' at the end of S3 (Level 4) between the most and the least deprived students is reduced to under 15% (currently 27%)</p> <p>Support most (75%) identified families to engage with the co-created Family Learning programme</p> <p>Overall attendance improves to 92% with a clear focus on improving attendance of targeted individuals</p>	<p><b>We have made good progress.</b></p> <p><b>What did we do?</b></p> <p>Development of staff capacity, systems and practices that supported staff at faculty level, in collaboration with our PEF Manager, Family Support Worker and the Wider Student Support Team, to effectively target interventions at our most deprived Senior Phase students and monitor the impact of these interventions</p> <p>Further development of literacy and numeracy specific interventions, including staff Career Long Professional Learning, across S1-3 for those students at risk of not achieving level 3 by the end of S3. This includes further developing the accelerated reading programme and significantly enhancing the Paired Reading programme.</p> <p>Developed a targeted S1 Family learning programme focused on establishing positive relationships through students, parents and the school learning together</p> <p>Further developed community based curricular partnerships that focus on breaking down barriers to learning, including a focus on improving attendance, increase student engagement and improve attainment outcomes. These include new partnerships with Countryside Learning, RUTS, the SHED, Personal Best and Light up Learning.</p> <p>Increased counselling capacity through an enhanced offer in partnership with the Therapeutic Counselling Service</p> <p>Developed and implemented a Poverty Proofing of the School day policy</p> <p>Revamped our approaches to sharing key information to staff around individuals needs through the GIRFEC Overview. Systems developed to ensure its ongoing development and accuracy as well as our recording of student need through SEEMIS.</p> <p><b>Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:</b></p> <p>The gap between Quintile 1 and Quintile 5 at SCQF level 5 has been reduced to under 5%. Across the same parameters for S4 National 5 (SQA) the gap has been similarly reduced to under 5%.</p> <p>Almost all student achieved level 3 literacy and numeracy by the end of S3. There is no gap between Quintile 1 and Quintile 5 students at level 3 numeracy and literacy.</p> <p>The level 4 'gap' in literacy between quintile 1 and 5 has been closed by 12% this session.</p> <p>Almost all targeted students achieved a minimum of 5 level 3 passes by the end of S4.</p> <p>Almost all targeted students achieved the Wellbeing award at SCQF Level 4 or above</p> <p>Almost all student in the BGE were able to fully participate across all curricular areas, including practical subjects such as Art/HE/CDT, through PEF covering student contributions.</p> <p>The average attendance gap between quintile 1 and quintile 5 students has closed from 16% to 6% (pre-COVID-19 outbreak).</p> <p><b>Our priority for next session will be:</b></p> <p>To be confirmed. Awaiting further improvement/recovery planning guidance from Education Scotland.</p>

<p><b>3. To Improve Student Health and Wellbeing</b></p> <p><b>Our measurable outcomes for session 19-20 was to ensure:</b></p> <p>Our approaches to the development of these curriculum strands, support the development of QI 1.3 (leadership of Change) – to good, and QI 2.2 (Curriculum) to Very Good</p> <p>Most parents have a clear understanding of our approaches to anti-bullying, reducing violence and the development of a mental health strategy</p> <p>Most students can articulate and discuss the wellbeing indicators related to their life/learning</p> <p>Almost all students feel safe in school and are aware of our anti-bullying approaches</p> <p>Significant reduction in the number of exclusions related to violence</p> <p>Almost all staff are trained in restorative practice</p> <p>NIF Driver(s):</p> <p>School Improvement School Leadership Teacher professionalism Parental engagement Assessment of children's progress Performance information</p>	<p><b>We have made good progress.</b></p> <p><b>What did we do?</b></p> <p>Further developed the PSE Curriculum, with a particular focus on an integrated S1 Personal Support programme (My Skills, My World) that focuses on skills for learning life and work through the health and wellbeing benchmarks and interdisciplinary learning</p> <p>Development of an effective programme of community engagement and family learning events</p> <p>Developed a shared understanding of wellbeing across the whole learning community with the use of priority SHANARRI indicators of Achieving, Respected, Responsible and Included through common frameworks at faculty level</p> <p>Raised Awareness of Wellbeing Indicators through an Assembly programme and PSE sessions</p> <p>Introduced a Health and Wellbeing Parent and Student Information Evening called Armadale 'Connections' in partnership with SAMH and other key partners</p> <p>Introduced a the Head Teacher 'Take 6' forum with a focus on Student Health and Wellbeing</p> <p>Introduced wellbeing check-ins for all learners including a focus on anti-bullying</p> <p>Revamped our approaches to anti-bullying including the introduction of a online reporting facility, independent reviewing and quality assurance of specific incidents and anti-bullying assemblies</p> <p>Developed a partnership with HumanUtopia and delivered to 2 year groups</p> <p>Implemented Mentors in Violence Prevention programme across our school community</p> <p>Continued to develop our Rights Respecting School programme through a new co-constructed charter that now permeates policy and practice</p> <p>Developed a partnership with LGBTQ+ Scotland, including re-launching the student Equalities Group, as well as delivering a range of staff training</p> <p>Further developed staff capacity through Mental and Emotional Wellbeing programmes such as ASSIST and SAMH online training programme</p> <p>Launch of a Community Newsletter to share key messages, celebrate success and improve community and parental perceptions of the school</p> <p><b>Evidence indicates the impact is:</b></p> <p>Almost all staff have a good understanding of our wellbeing strategy and use wellbeing indicators to improve outcomes for students as part of their responsibility for all</p> <p>All learners experience a planned assembly programme which has a particular focus our school values and health and wellbeing</p> <p>Most learners state that they feel safe in school and that the school is taking positive steps to reduce violent incident and address bullying</p> <p>The majority of students report that they are respected in school and that almost all staff treat them with respect. Almost all students feel that the school is taking positive steps to promote positive relationships across the school. Students are aware that the school is planning interventions to promote respect between peers and a more respectful, tolerant culture.</p> <p>Most students report that they have a key adult who they can talk to and ask for help and support when required</p> <p>Almost all students in Physical Education and Home Economics know where their strengths lie and can articulate their next steps. However, there is work to be done in the tracking and monitoring of PSD</p> <p>Almost all students report that they feel included in school and most feel their views and opinions are listened to and considered</p> <p>Most learners state that the school provides opportunities for them to be active</p> <p>All students have access to staff who are Mental Health First Aiders and these are signposted across the school. We also have a large number of staff who have completed SAMH e-learning which builds capacity and staff confidence in how best to support student emotional wellbeing and mental health.</p> <p>Most students report that they feel included in our school</p>
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	<p>Exclusions figures had been declining over the previous 3 years. Feedback from recent HMIE inspection indicated that this work had not led to an improvement in behaviour across the school and there was a need to consider a range of strategies to ensure students felt safe in school and the community was reassured that the school was a safe environment. Our exclusion figures temporarily rose, predominately as a response to community wide issues associated with violence, and are again now declining. Our clear expectations, robust responses and effective interventions are increasingly leading to a more settled climate for learning across the school.</p> <p>All students in the BGE have the opportunity to experience input from our Mentors in Violence Prevention which has a clear focus on challenging stereotypes and gender-based violence, as well as the role of the bystander.</p> <p>We have achieved our Bronze award in UNICEF Rights Respecting School framework and have clear plans in place to move this forward to achieve the Silver award in conjunction with achieving the LGBT+ charter status</p> <p><b>Our priority for next session will be:</b></p> <p>To be confirmed. Awaiting further improvement/recovery planning guidance from Education Scotland.</p>
<p><b>4. To improve employability skills, and sustained, positive school-leaver destinations for all young people</b></p> <p><b>Our measurable outcomes for session 19-20 was to ensure that:</b></p> <p>Most S1 students can identify key skills and how they are using them across their learning</p> <p>Almost all teachers involved in the delivery are engaged in the development of the new S1 programme</p> <p>Almost all staff are confident in how to embed the new skills framework within S1 Course materials</p> <p>Almost all teachers feel confident about how to link learning to the Career Ed. Standard</p> <p>All faculties have at least one employability partnership embedded in to their curriculum during S1-S3</p> <p>A targeted group of learners are engaged in a work-based learning opportunity by June 2020 with accreditation by Aug 2021</p> <p>Stay on rates in S5 and S6 improve by a minimum of 5% over a 2 year period.</p> <p>NIF Driver(s):</p> <p>School Improvement School Leadership Teacher professionalism Parental engagement Assessment of children's progress Performance information</p>	<p><b>We have made good progress.</b></p> <p><b>What did we do?</b></p> <p>Co-created a new whole schools skills framework in consultation with employers, students, staff and parents</p> <p>Reviewed Skills Academy, its rationale and content including the development of the S1 programme and associated Profiling to better reflect the new skills framework</p> <p>Embedding Careers Ed. Standard, skills focus and employer engagement at faculty levels through engagement with Marketplace and the new skills framework</p> <p>Developed our Senior Phase Employability Pathway including Work-based Learning opportunities</p> <p>Further developed our engagement with the Career Ready Programme</p> <p>Improved our S4 Work Experience programme through more self-found placements and associated accreditation</p> <p>Introduced DYW Monthly bulletins for staff to increase awareness of CES and promote opportunities to partner with employers to enhance the relevance of learning for students</p> <p><b>Evidence indicates the impact is:</b></p> <p>An increasing number of students are opting to be coursed in to, and be successful in attaining, SCQF Level 4-6 qualifications within vocational pathways</p> <p>Almost all staff have a good familiarity with and understanding of the new Skills Framework, and have begun to engage with the process of embedding it in learning and teaching, beginning with S1.</p> <p>Almost all learners and all staff sampled so far have told us that My Skills My World is providing an engaging and enjoyable learning experience. The delivery team are highly engaged and leadership of this aspect of the curriculum is strong.</p> <p>We have built positive relationships with employers across a range of sectors who are engaged with our school improvement priorities. Most of these employer partners have been engaged in our self-evaluation activities as a school across last session.</p> <p>The majority of S4 learners have experienced work based learning as part of their curriculum. Almost all learners and employers sampled as part of quality assurance found this to be a very positive experience.</p> <p>All curriculum areas have set improvement priorities around the Career Education Standard and are working towards embedding it in their BGE curriculum initially. A few curriculum areas, such as Technologies, have engaged very well with this and are further forward in embedding it.</p> <p><b>Our priority for next session will be:</b></p> <p>To be confirmed. Awaiting further improvement/recovery planning guidance from Education Scotland.</p>

Whole school attendance remains a key priority when compared to both the local authority and national average. This continues to be a significant barrier to delivering excellence and equity for a specific group of young people and will remain a headline focus in next session's school improvement plan.

Our exclusion figures for the last 3 years have been reducing. However they temporarily increased at the end of last session in response to a number of community related issues and concerns. A reduction in exclusions, including a significant decrease in the number of violent and reported bullying incidents, has been a key success of 2019-20.

Our relationship with the parental group remains strong. The Parent Council (PC) make a significant contribution to the strategic direction of the school and have been actively involved in a range of school improvement discussions and consultation. The PC however, is still not fully representative of the wider parent forum and broadening the reach of the group will remain a priority for the PC next session.

Parental engagement and involvement sessions via Skype for Business have proved to be highly successful based on feedback.

The school works well with a range of partners to plan and deliver the curriculum. All partners value being involved in the planning of timetabling courses related to the delivery of specific course

**Our Wider Achievements this year have included:**

- Further Development of our external partnerships which support the Duke of Edinburgh programme
- Significant increase in the number of students accessing self-found work experience placements
- An increase in students taking up Career Ready placements
- A significant increase in the number of students accessing vocational opportunities in partnership with employers
- New partnership with Napier University developed supporting students in preparation for UCAS
- Development of a range of new community partnerships which support student's wellbeing as well as our most vulnerable students
- Further development of our Girls Computing club with participation in a number of National events
- Introduction of the Youth Philanthropy initiative with one group being successful in winning £3000 for the Edinburgh Rape Crisis Centre
- The majority of S1 students attending a Pantomime at the theatre
- Targeted students attending the Lion King at the Edinburgh Playhouse
- 20 students attending the London Theatre Residential Trip
- Successful completion of the CREST Award for a number of S2 students through our Personal Achievement options
- Representation in the Bathgate Young Musician of the Year Competition
- Participation in the Jupiter Artland Sculptor Project
- Significant range of Football Team successes including the S2 Boys reaching the Quarter Finals of the Scottish Cup
- 2 S1 students finishing 1<sup>st</sup> and 2<sup>nd</sup> in the West Lothian Cross Country Championships
- Two Senior Phase students being successful in obtaining football scholarships in America
- School of Football trips to the Oriam to participate in SFA coaching courses
- Participation in the CABEC Construction challenge as well as the Girls in to Construction programme
- Participation in the Secondary Engineering competition
- Further development of our Partnership with Beechbrae
- Development of a range of leadership opportunities through Senior Phase Personal development programme
- Significant financial contribution to local and national charities through dress down days and Enterprise initiatives

**Capacity for Continuous Improvement**

Our school has demonstrated that it has the capacity for continuous improvement. We are highly reflective and evaluate continually to make improvements in our practice and learning activities.

How good is our school? The quality indicators\* evidence that:

How good is our leadership and approach to improvement?	1.3 Leadership of Change	Good
How good is the quality of the care and education we offer?	2.3 Learning, teaching and assessment	Good
How good are we at ensuring the best possible outcomes for all our learners?	3.1 Ensuring wellbeing, equality and inclusion	Good
	3.2 Raising attainment and achievement	Good

\*(Indicators used in How good is our school? 4<sup>th</sup> Edition, Education Scotland 2015 and How Good is Our Early Learning and Childcare? 2016)