



# **BROXBURN ACADEMY IMPROVEMENT PLAN**

**2020 to 2021**

**‘Empowering Respectful Learners’**



*Broxburn Academy: empowering respectful learners.  
School Improvement Plan 2020 to 2021*



## Factors Influencing the Improvement Plan

### **School Factors – following the school’s self-evaluation procedures:**

Raising attainment, building on effective practices  
 Implementing West Lothian Council’s Local Recovery Plan, August 2020  
 Implementing De-escalation Strategy with Educational Psychology Team  
 Curriculum rationale refresh, including addressing action points identified in the BGE VSE  
 L&T policy refresh, including working towards consistency in learning, teaching and assessment [QI 2.3] Self-Evaluation and Quality Assurance refresh  
 Improving numeracy and maths in the cluster – cluster numeracy project  
 Continuing with improvements in implementation of DYW and 1+2 Languages Policy, focusing on skills linked to the world of work  
 Maximising impact of Pupil Equity Fund interventions  
 Improving Pupil Voice  
 Improving parental engagement  
 Making effective use of resources  
 Build on the good reputation of the school in the community and raise the profile of our work  
 Professional learning linked to engaging with the FVWL RIC, Education Scotland’s Teacher Leadership programme, Tapestry Partnership, promoting a culture of professional enquiry, self-reflection and  
 Evidence-based practice, and empowering effective teacher leadership

### **Local Authority Factors**

*Moving Forward in Learning – Leadership for Improvement; Learning, Teaching and Assessment; Wellbeing and Inclusion; Early Years Framework*

Raising attainment, including closing the gap ([West Lothian Raising Attainment Strategy](#))

*Transforming Your Council*

[Corporate Plan](#)

Education Services Management Plan

West Lothian Parental Involvement and Engagement Framework

### **National Factors**

National Improvement Framework / Scottish Attainment Challenge / National Improvement Hub / Raising Attainment for All

Pupil Equity Funding

How Good is Our School? 4<sup>th</sup> Edition and How Good is Our Early Learning and Childcare?

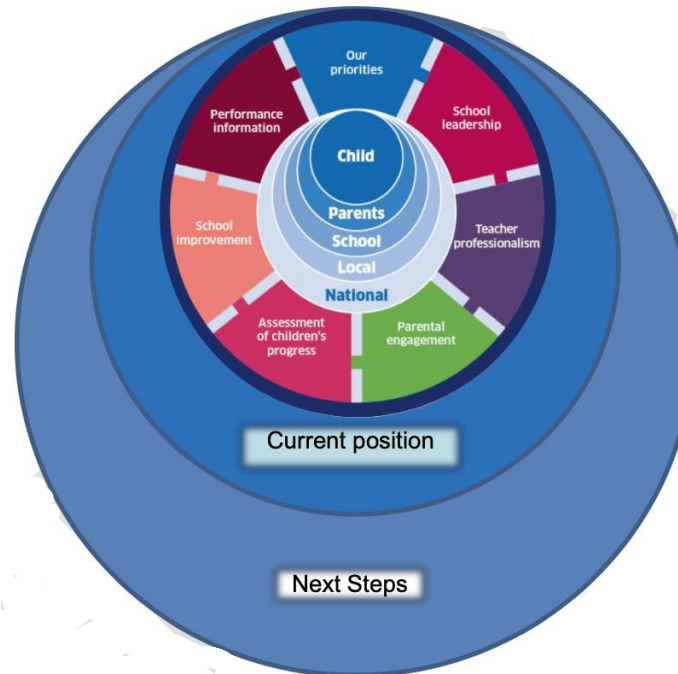
Getting it Right for Every child (GIRFEC)

Curriculum for Excellence

Developing Scotland’s Young Workforce

Building the Ambition  
 Child Protection Procedures  
 GTCS standards and professional update

**Our Engagement with the NIF:**



These key drivers of improvement will continue to provide a focus and structure for gathering evidence to identify where further improvements can be made and for ensuring we have the evidence sources to contribute to our priorities. They all remain equally important and the links and connections across these key areas are essential to enable continuous improvement.

## Our Vision:

Broxburn Academy aspires to empower respectful learners. We will achieve through compassion, commitment and pride.

## Our Values:

R  
Responsible

E  
Enthusiastic

S  
Successful

P  
Positive

E  
Equal

C  
Committed

T  
Trustworthy

## Our Curriculum:

Through our curriculum, we aim to ensure that all pupils leave school having developed the 4 capacities detailed in a Curriculum for Excellence (Successful Learners, Confident Individuals, Responsible Citizens, Effective Contributors) and feel ready to take their place in the changing world of work.

## Our High-Level Curriculum Map:

Broxburn Academy Curriculum Structure January 2018																																
	Periods																															
Stage	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
S1 Interdisciplinary project - Hurricane Challenge																																
S1 (2nd/3rd Level)	English	Maths	Science	Mod Lang (French x2 and Spanish x2)	Soc. Study (Hist/Geog Mod/SD)	Technol ogy (Business & Ed. I, CDT I)	Health & Wbg (PE 2, HE Ex 1, SE 1, Skills for LL&WR 1)	Ex Arts x2, Music x2																								
S2: Pupils cover all curricular areas, with some personalisation and choice #Introduction of alternative vocational courses: Uniformed and Emergency Services																																
S2 (3rd / 4th Level)	English	Maths	Science	Mod Lang (French x2 and Spanish x2)	Soc. Study (Hist/Geog Mod/SD)	Health & Wbg (PE 2, SE 1, Skills for LL&WR 1)	RE	option	option	option																						
S3 (3rd / 4th Level)	English	Maths	2 Sciences x2	Mod Lang (French x2 and Spanish x2)	Soc. Study (Hist/Geog Mod/SD)	Health & Wbg (PE 2, SE 1, Skills for LL&WR 1) SE Qualifier Ed opportunity	RE	option	option	option																						
Course Choice at end of S3. Choices can vary from S2's curriculum. No longer required to cover all 8 curricular areas.																																
S4 (National 3/4/5)	English	Maths	H & Wbg (PE 2, PSE1)	RE	Option	Option	Option	Option	Option																							
S5 (H&A 4/5, H&A)	Option	Option	Option	Option	Option	Option	Option	Enterprise & Employability	RE																							
S6 (H&A 4/5, H&A)	Option	Option	Option	Option	Option	Option	Option	school community service	RE																							


**Our Curriculum Supports the Development of the Following Skills:**

**didbook™**  
My Skills (SfLLW) Final Version 7


Literacy <span style="color: red;">■</span>	Numeracy <span style="color: blue;">■</span>	Health & Wellbeing <span style="color: green;">■</span>	Thinking Skills <span style="color: orange;">■</span>	Employability, Enterprise & Citizenship <span style="color: purple;">■</span>
<ul style="list-style-type: none"> <li> Reading</li> <li> Writing</li> <li> Listening</li> <li> Talking</li> <li> Note Taking</li> </ul>	<ul style="list-style-type: none"> <li> Number processes</li> <li> Money</li> <li> Time</li> <li> Measurement</li> <li> Information handling</li> </ul>	<ul style="list-style-type: none"> <li> Personal learning</li> <li> Emotional wellbeing</li> <li> Physical wellbeing</li> <li> Decisions</li> <li> Relationships</li> </ul>	<ul style="list-style-type: none"> <li> Creating</li> <li> Evaluating</li> <li> Analysing</li> <li> Applying</li> <li> Understanding</li> <li> Remembering</li> </ul>	<ul style="list-style-type: none"> <li> Employability</li> <li> ICT</li> <li> Working with others</li> <li> Enterprise</li> <li> Leadership</li> <li> Citizenship</li> <li> Problem solving</li> </ul>

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## Linking our Skills' Development to the World of Work – common skills' slide:



**Broxburn  
Academy**



**EMPOWERING  
RESPECTFUL  
LEARNERS**




### Career Management Skills

**3-19a Planning for Choices and Changes.** I am developing the skills and attributes which I will need for learning, life and work. I am gaining understanding of the relevance of my current learning to future opportunities. This is helping me make informed choices about my life and learning.

Look at the readiness for work poster – where are you on this scale today?

Are you ready, respectful and safe?

Which skills are you using today?



Which jobs are these skills relevant to?

## Contextual Data Analysis and Rationale for 2020/21 School Improvement Plan

### a) Background:

Broxburn Academy is a non-denominational school serving the communities of Broxburn, Uphall, Uphall Station, Dechmont and Pumpherston. The school enjoys a very good reputation in the area and has a strong ethos of inclusion. The roll is currently 924. There are 74 teaching staff members, including those designated to support pupils with additional learning needs, and a generous complement of support assistants.

The school admits pupils from four associated primary schools and one local denominational primary school. It is an active member of a proactive cluster, which meets regularly to agree and implement the cluster improvement plan. We are working together to ensure smooth progression and to improve and enhance attainment and achievement for all young people.

In the post-industrial context of the Broxburn area where several large employers have ceased operations, such as Halls, Glenmorangie and Vaughan Engineering Ltd, the school and its partners at Skills Development Scotland and others, are working hard to ensure our curriculum prepares pupils for further education and employment in other industries, including health and care services, tourism and leisure services

The current headteacher has been in post since 2007 and the school improvement priorities have included raising attainment, meeting pupils' needs through the curriculum and deployment of staff, improving partnership working, implementing the RRSA, adopting Building Learning Power, etc. In the recent WLAM the headteacher and the staff were praised and thanked by the Chief Executive. Our work on DYW and CMS in the BGE was praised in the recent BGE VSE.

### b) Data

- The roll has increased over the last four sessions, standing at 924 in 2020 to 2021. The S6 stay-on rate has increased over the last three years. FME is 2% below the West Lothian percentage.
- Our school is the 9<sup>th</sup> out of 11 secondary schools in West Lothian, being the 3<sup>rd</sup> most affluent. 5% of our young people are in SIMD quintile 1, 33% in quintile 2, 25% in quintile 3, 21% in quintile 4 and 15% in quintile 5. We have fewer young people in SIMD quintiles 1 and 5 in comparison with WL.
- We have more pupils at level 3 of the Continuum of Support in S1, 2, 3 and 4 than for WL's average. Our attendance is slightly below the WL figures. Improving attendance is one of our continuing priorities for our improvement plan.
- Mean CAT data indicates that our current S6 are above the WL average, but our current S5 are lower than in previous years.
- Our data shows that, overall, attainment has improved year on year in most indicators. However, we recognise that there is still room for improvement and raising attainment is an ongoing priority for the school. SNSA data also shows that in S3, there is room for improvement in reading, writing and numeracy. Professional judgement of this cohort indicates that they are broadly in line with WL levels.
- The percentage of our leavers in a positive destination is at 95% for 2019/2020 and above WL percentage.

**c) What are our universal priorities and what is our 'gap'? Who are our target groups and their barriers to learning?**

- Ensure that all young people are not disadvantaged by COVID-19
- Digital Learning continues to support learning and teaching
- De-escalation strategies empower staff to support all young people
- Improve profile of the school and expectations that vision is live.
- Use WL stretch aims to drive forward progress in literacy and numeracy
- Learning and teaching and assessment – aim for 'very good' for QI 2.3 in the planned thematic VSE in December
- Tracking, monitoring and reporting in the BGE and Senior Phase
- Implementing 'How Good Is OUR School?'
- DYW – linking to careers – embedding the Career Education Standard
- Improving mental health Improving attendance
- Improving attendance
- Professional learning to underpin all projects leading to overtaking our priorities.

**Target Groups:** Tracking and monitoring of performance, attendance, exclusions, participation and engagement of care-experienced young people, young people in our zones, with EAL, with ACEs, with ASN [ASD, ADHD, dual diagnoses, hearing impaired, visually impaired, mental health, etc], family breakdown, young people who failed to engage with online provision in Lockdown.

**Barriers:**

- Increased anxiety owing to COVID-19
- Waiting list for CAMHS – now at 18 months
- Over 200 pupils have been identified with an additional needs
- Staffing for computing, CDT, and home economics.
- Digital devices are needed for all

**d) Summary/overview of proposal & non-negotiable outcomes**

PEF money to be used to employ a family support worker and PSWs to staff zones, including the new Robert Russell Room [6 spaces for young people with ASD]. Improving attendance is a priority for all young people who do not meet 90%, but there will be a particular focus on young people in



SIMD quintiles 1 and 2. We understand that young people have to attend in order to attain and achieve and benefit from the opportunities that are offered at Broxburn Academy. We will strive to improve the learning, teaching and assessment that our young people experience and propose that our overarching priority is to meet the needs of all young people in our care through improved learning, teaching and assessment, well-planned and moderated learning experiences that encourage improved mental health and attendance. Increased use of digital learning will underpin this. Improved staff skills in de-escalation strategies will support young people's engagement. We believe these approaches will lead to our young people being empowered to respect themselves and others and become the best possible learners to meet the challenges of their future lives.

Broxburn Academy - School Improvement Planning for Ensuring Excellence and Equity					
School priorities linked to NIF priorities (observable, measurable outcomes which focus on learning, achievement and wellbeing)	Supports for improvement (check as appropriate)	NIF driver mapping (check as appropriate)	Proposed Actions	Timescale	Measures of Success (include performance data, quality indicators and stakeholders' views)
<b>Raising attainment for all, particularly in literacy and numeracy:</b>  All children are empowered to receive well-planned and moderated learning experiences by engaging practitioners in supported professional learning, which meets the needs of all respectful learners and incorporates digital learning	<input checked="" type="checkbox"/> School Based <input checked="" type="checkbox"/> Cluster <input type="checkbox"/> Benchmark Group <input checked="" type="checkbox"/> WL Moving Forward in learning <input type="checkbox"/> Regional Improvement Collaborative <input checked="" type="checkbox"/> Other partnerships	<input checked="" type="checkbox"/> School Improvement <input checked="" type="checkbox"/> School Leadership <input checked="" type="checkbox"/> Teacher Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assess. of Children's Progress <input checked="" type="checkbox"/> Performance Information	Implement Local Recovery Plan.	August 2020	All young people access their education.
			All classes to have a GLOW Teams set up.	August 2020	All classes can be taught via GLOW Teams – Insight information on GLOW indicates engagement.
			Implement year 2 of Broxburn Academy Raising Attainment Strategy.	August 2020	Key measures in the strategy improve in line with our school-set targets.
			Implement Digital Learning Strategy and incorporate into Learning, Teaching and Assessment Policy.	October 2020	Through observation, data & pupil views all faculties rate their learning, teaching & assessment as good or better and identify digital learning, literacy and pedagogy as good or better. Rating validated through whole school quality assurance.
			Continue to engage in cluster numeracy project.	October 2020	PT Maths and maths teacher lead input to project. Identify baseline of numeracy levels in P7 – track this cohort to senior phase Increase S3 CfE levels towards WL stretch aim. Practice in cluster primaries and the academy changes in line with findings of pupil voice.
			Implement year 2 of Tapestry TLCs focusing on key messages linked to high quality learning, teaching and formative assessment.	October 2020	Compare interim evaluation to baseline of practice in relation to the 5 key messages and celebrate increase in use of 5 key approaches. Pupils report increase in understanding of their learning. Increase in quality of QI 1.2.
			Implement use of PROGRESS for BGE and Senior Phase tracking, monitoring and assessment – include college courses – streamlining systems.	October 2020	Stakeholders report improvements in relevance of feedback, efficiency, reduction of time and increase in scope.
			Professional learning opportunities on use and interpretation of PROGRESS followed by interventions.	October 2020	Staff participation.
<b>Closing the attainment gap between the most and least advantaged children:</b>  Through targeted interventions young people and families in quintiles 1 and 2 attendance and engagement are increased to beyond the local	<input checked="" type="checkbox"/> School Based <input type="checkbox"/> Cluster <input type="checkbox"/> Benchmark Group <input checked="" type="checkbox"/> WL Moving Forward in learning <input type="checkbox"/> Regional Improvement Collaborative	<input checked="" type="checkbox"/> School Improvement <input checked="" type="checkbox"/> School Leadership <input checked="" type="checkbox"/> Teacher Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assess. of Children's Progress	Family support worker to work with targeted pupils in SIMD quintiles 1 and 2.	September 2020	Young people in identified families make progress getting closer to expected norms.
			PSM and Heads of House to embed WL Attendance Policy and monitor progress towards targets.	August 2020	Attendance of targeted group improves year on year - Whole school average improves.

authority's targets by 1% year on year by 2023 to 2024	<input checked="" type="checkbox"/> Other partnerships	<input checked="" type="checkbox"/> Performance Information			Performance of targeted group improves.
			Support pupils in SIMD deciles 1, 2 and 3 to maximise literacy and numeracy attainment at 4 <sup>th</sup> level and beyond.	August 2020	A greater percentage of targeted pupils in SIMD 1, 2 and 3 achieve 4 <sup>th</sup> level and beyond in literacy and numeracy.  Longitudinal study of this cohort type demonstrates improved attainment.
			Professional learning opportunities on strategies to encourage engagement and attendance.	Inservice days and 'in' Fridays	Staff participate.
<b>Improvement in all children and young people's wellbeing:</b>  All pupils will be able to self-report against the wellbeing indicators including improvements in mental health.	<input checked="" type="checkbox"/> School Based <input type="checkbox"/> Cluster <input type="checkbox"/> Benchmark Group <input checked="" type="checkbox"/> WL Moving Forward in learning <input type="checkbox"/> Regional Improvement Collaborative <input checked="" type="checkbox"/> Other partnerships	<input checked="" type="checkbox"/> School Improvement <input checked="" type="checkbox"/> School Leadership <input checked="" type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assess. of Children's Progress <input checked="" type="checkbox"/> Performance Information	Embed use of Wellbeing Indicator Tool with pupils.	August 2020	Through focus groups and questionnaires all young people report an understanding of the wellbeing indicators and can assess their own wellbeing.
			Implement 2020-2021 De-Escalation Strategy situated in the Broxburn Academy Vision.	November 2020	Young people benefit from a culture which reflects our vision, empowering respectful learners.
			Implement year 1 of Broxburn Academy Mental Health Strategy.	August 2020	Young people cope better with factors and thoughts that influence their behaviour.
			Professional learning opportunities on self-care, de-escalation and mental health.	Inservice days and 'in' Fridays	Staff participate.
<b>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</b>  Continue to embed the Career Education Standard in all aspects of the curriculum.	<input checked="" type="checkbox"/> School Based <input type="checkbox"/> Cluster <input type="checkbox"/> Benchmark Group <input checked="" type="checkbox"/> WL Moving Forward in learning <input type="checkbox"/> Regional Improvement Collaborative <input checked="" type="checkbox"/> Other partnerships	<input checked="" type="checkbox"/> School Improvement <input checked="" type="checkbox"/> School Leadership <input checked="" type="checkbox"/> Teacher Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assess. of Children's Progress <input checked="" type="checkbox"/> Performance Information	Create an Employability Hub for young people at risk of achieving few qualifications – to focus on key employability qualifications and skills.	October 2020	Targeted young people achieve 5+ qualifications and a positive destination.
			All S4, 5 and 6 to be offered the opportunity to achieve SCQF level 6 Emergency 1 <sup>st</sup> Aid at Work qualifications.	September 2020	Target 80% of all S4 cohort numbers to achieve this qualification by end of S6.
			S3 CMS classes to take part in Youth Philanthropy Initiative and incorporate Personal Development/Self and Work Unit.	February 2021	S3s participate in YPI and achieve Self and Work Unit alongside Course Choice CV.
			Professional learning opportunities outlining the resources and the benefits of these and a regular drop in for coaching on use of the materials.	Inservice days and 'in' Fridays	Staff participate in opportunities.