

Broxburn Academy



PROGRESS REPORT FOR SESSION 2019/20

(Standards & Quality Report)

Broxburn Academy

Cardross Road

Broxburn

EH52 6AG

ABOUT OUR SCHOOL

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, has a strong ethos of inclusion, and a proven track record in raising attainment.

The school roll for Session 2019-20 was 880. The roll for session 2020- 21 will be 940 at time of writing.

There are 69.4 FTE 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 cluster primary schools and one local denominational primary school. It is an active member of this cluster that meets regularly to agree and implement the cluster improvement plan, working together to ensure smooth progression and to improve and enhance attainment and achievement for all young people.

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

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.

We have also evaluated our overall provision using quality indicators (QIs) in How Good is our School? [edn.4] (HGIOS? 4) which is a key aspect of the Scottish approach to self-evaluation and school improvement.

PRIORITY	HOW DID WE DO?
<p>1.</p> <p>To raise attainment, especially in literacy and numeracy</p> <p>Our measurable outcome for session 2019/20 was to</p> <p>Empower young people to experience well-planned and moderated learning experiences by engaging practitioners in supported professional learning, which meets the needs of all respectful learners.</p> <p>NIF Driver(s):</p> <p>School Improvement School Leadership Teacher Professionalism Parental Engagement Assessment of young people's progress Performance Information</p>	<p>We have made GOOD progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Audit practice in relation to QI 2.3 and MfiL Pedagogy 'What does 'very good' look like?' list of features developed with and through faculties. The local authority L&T VSE demonstrated that the capacity for improving practice was evident. • Roll out Tapestry professional learning programme to two additional TLCs • Audit and then adopt the Learning, Teaching and Assessment Cycle. • Engage in cluster numeracy project • Survey of young people in the academy about their experience in maths – this resulted in a mathematics strategy to raise attainment. • Signpost Training – meeting ASD needs through learning and teaching strategies in the classroom • QI2.3 PL focus on each In-service days • Continued our tracking, monitoring and reporting systems, including weekly SLT tracking and monitoring meetings. • Developing PROGRESS to support improvements in the curriculum, learning experiences. • Set up curriculum review group to identify areas for improving our provision blended learning approaches on GLOW implemented from March onwards • Showcased young people's work <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Almost all learners report that staff have high expectations of them. • Most learners report that staff give feedback on their homework and their learning. • Most learners feel encouraged by staff to do their best. • Most learners feel that staff explain things really clearly. • Learners attainment at S4 Level 5 SCQF 5+ has improved by 21% from 2019, at 72%, 4% above WL • Learners attainment at S4 Level 5 SQA 5+ has improved by 8% from 2019, at 46% • Learners attainment at S5 Level 6 SCQF 1+ has improved by 8% from 2019 • Learners attainment at S5 Level 6 SQA 1+ has improved by 7% from 2019 • Learners attainment at S5 Level 6 SQA 3+ has improved by 16% from 2019 • Learners attainment at S5 Level 6 SQA 5+ has improved by 11% from 2019 • 2019 Leavers literacy is above the VC in both L3, 5 year trend and L6, 2 previous years below VC • 2019 Leavers numeracy L3 above VC, 5 year trend <p>Our priority for next session will be:</p>

	<ul style="list-style-type: none"> • Capturing learning and teaching and situating this as a key foundation for the whole school vision so that our young people are empowered to be respectful learners. • Further improve learning and teaching maximising the capacity in the journey from Good to Very Good in this QI.
<p>2.</p> <p>To close the attainment gap between the most and least disadvantaged children</p> <p>Our measurable outcome for session 2019/20 was to</p> <p>Increase engagement and attendance through targeted interventions for young people and families in quintiles 1 and 2 to beyond the local authority's targets by 1% year on year by 2023 to 2024</p> <p>NIF Driver(s):</p> <p>School Improvement School Leadership Teacher Professionalism Parental Engagement Assessment of Young People's Progress Performance Information</p>	<p>We have made GOOD progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Family support worker to work with targeted pupils in SIMD quintiles 1 and 2 • PSM and heads of house to continue to implement WL attendance policy and monitor progress towards targets • IPST meetings to have an attendance focus for SIMD 1 and 2 • Professional Learning on interventions that impact on attendance • Support pupils in SIMD deciles 1, 2 and 3 to maximise literacy and numeracy attainment at 4th level and beyond • Staff engaged in de-escalation training and action plan submitted to Jennyfer McNiven. <p>Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:</p> <ul style="list-style-type: none"> • Prior to COVID-19, we were on track to achieve our 1% increase in attendance. • VSE on QI 3.1 highlighted best practice • Learners' attendance improved and there were fewer parental attendance meetings owing to Broxburn Academy's Attendance Policy Plus • De-escalation training attended by all and learners experience fewer exclusions • Learners who have in ILZ intervention more frequently maintain their mainstream classes. • Learners who have experienced Breakfast Club have improved their timekeeping. • Senior phase young people who have experienced the Hub are all moving to a positive and sustained destination • Senior phase young people who have been supported by the Wellbeing Zone have achieved qualifications • Most young people using IDL Literacy have improved their reading and spelling ages. • Young people experiencing our RRR provision following a learning programme that is personalised and going at their own pace with attendance improving <p>Our priority for next session will be:</p> <ul style="list-style-type: none"> • Continue with attendance and engagement strategy's three-year plan • Use PEF for Recovery Plan

<p>3.</p> <p>To improve children and young people's health & wellbeing</p> <p>Our measurable outcome for session 2019/20 was to</p> <p>Develop all pupils' ability to self-report against the wellbeing indicators including improvements in mental health.</p> <p>NIF Driver(s):</p> <p>School Improvement School Leadership Teacher Professionalism Assessment of Young people's Progress</p>	<p>We have made GOOD progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Mental health focus in PSE lessons with S3 – 5 working on SCQF L5 Mental Health and Wellbeing Awards • Organised two health and wellbeing mornings per year to include the sponsored walk, reflection on and self- reporting of mental health and improving engagement in core PE. • Wellbeing indicators tool used with all pupils. • Professional Learning on wellbeing indicators tool <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Learners are aware of the interventions that are available – highlighted through wellbeing self-report form during COVID-19. • 72% of S4 young people have achieved health and wellbeing awards [SCQF level 5], 75% of S5s achieved mental health award[SCQF level 5], 84% of S5s achieved Emergency First Aid at Work [SCQF level 6] • 78% of learners have engaged in health and wellbeing mornings and reported that they happy to use their mobiles less often. <p>Our priority for next session will be:</p> <ul style="list-style-type: none"> • Implementing the mental health strategy and establish an ethos of wellbeing • Evaluate and validate QI 3.1 theme: wellbeing
<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 2019/20 was to</p> <p>Continue to embed the Career Education Standard in all aspects of the curriculum.</p> <p>NIF Driver(s):</p> <p>School Improvement School Leadership Teacher Professionalism</p>	<p>We have made GOOD progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Build on pupil voice in relation to <i>How Good is OUR School?</i> and the <i>Career Education Standard</i>, and poverty proofing the school day and utilising the 3% of PEF for pupil voice. • Embed Course Choice CV • Use lesson inserts from My World of Work in focus week.- expectations raised on In-service day 1 • Use colours linked to skills in lessons – adapt CMS slide – expectations shared on In-service day 1 • Professional learning opportunities – session outlining the resources and the benefits of these and a regular drop on for coaching on use of the materials. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Most learners produce Course Choice CVs that incorporate their reflections on their BGE experience. • Most learners have an understanding on how skills, such as literacy and numeracy, are developed across the curriculum • Most learners engage in learner conversations about their future options and have completed research on careers of interest. • Most learners make informed choices about their subjects in the senior phase. <p>Our priority for next session will be:</p> <ul style="list-style-type: none"> • Continue to embed the CMS action plan.

	<ul style="list-style-type: none"> Supporting young people returning to school because of COVID-19 who had planned to leave school
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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