

Self-evaluation is used effectively at all levels to support on-going improvement in the quality of teaching and learning.

Learning, Teaching and Assessment priorities and objectives are redefined and articulated to ensure high quality learning experiences for all learners and are delivered by highly skilled staff.	Planned and protected time for teachers to engage in critical and creative thinking which will inform pedagogical approaches and lead to improved outcomes for learners.	All staff participate in planned and collaborative learning which has a positive measurable impact on outcomes for learners.	Teachers are more confident in discussing how they have improved their practice as a result of their professional learning practice.	Increase effectiveness of OLF planning group to take forward improvement priorities.	Data is used to embed school Positive Behaviour and ensure all actively understand and use effectively.	Introduction of learner improvement groups led by House Captains to articulate and share learners experiences within classrooms	School communications re designed using Sway format to build in evidence of Faculty improvements and updates once per term
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‘Educating the whole person, in a spirit of enquiry, to judge wisely, act fairly and live well.’



If you wish further information on our improvement process please visit our school website or contact the Head Teacher via the school number or contact form on school website.

Bathgate Academy



Report on Progress And Future Developments 2016-2017

Bathgate Academy

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Our Priorities for 2016-2017

About our school

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 was above the national average. Free school meal entitlement is 17.1%, SIMD is decile 4 with 16% of our pupils considered in the lowest 20% across the authority. Effective cluster working ensures continuity with our five associated Primary schools: Balbardie, Blackburn, Murrayfield, Simpson and Boghall.

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 home and wider community links. Our school vision statement which underpins all we do is; educating the whole person, in a spirit of enquiry, to judge wisely, act fairly and live well.

The roll in September 2015 was 831 and is projected to grow significantly in the medium term. Stay-on rates have improved and are typical of the local authority and national picture.

All pupils experience a curriculum designed to support progress in learning (faculty focus)

Expressive Arts <ul style="list-style-type: none"> • IDL • Homework • S3 courses • Pupil Voice 	Humanities <ul style="list-style-type: none"> • National 5/ Higher integration • Metacognition • Leaner questioning skills • Integrated S2 Social Studies course 	Science & CDT <ul style="list-style-type: none"> • Differentiated curriculum • Embedded assessments • IDL • Outdoor learning • Peer feedback • Progression 	English & Languages <ul style="list-style-type: none"> • M&T • Exploration • 1+2 • Meeting learners needs • Understanding standards • Literacy & numeracy 	Maths, Computing & Business Education <ul style="list-style-type: none"> • Differentiation • Ethos • Moderation • BGE T&M • Numeracy • Senior Phase progress 	Support <ul style="list-style-type: none"> • Creativity and employability • Family engagement • Targeted support • GIRFEC 	Health & Well-being <ul style="list-style-type: none"> • Departmental specific priorities
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What we planned to improve last year?

Area for development 1

Continue to improve the pupil experience within the classroom by embedding effective and high quality teaching and learning.

Area for development 2

To improve 3 specific aspects of practice identified as a whole school focus priority through school and faculty Standard and Quality reports and gathered self- evaluation evidence from session 2015-2016.

Area for development 3

To improve 4 specific aspects of practice identified as a whole school focus priority arising from school priorities and external factors including Hub, Authority, local and national priorities.

Outcomes and life chances for our learners continue to improve.

Improved use of data to inform T&L through introduction of School Attainment Summaries (SAS) for pilot year groups.	Improvement in numeracy levels and learner confidence in mathematics	Improvement in literacy levels for identified learners	Whole school approach to tracking and monitoring progress in the BGE leading to improved learner conversations	Planned opportunities for targeted interventions, wider or personal achievement, embedding DYW principles of skills for learning, life and work, are developed to ensure coherence and progression.	Explore what meaningful engagement with our families should look like as a key driver in improving attainment
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How well did we do in 2015/16?

Development 3

Good progress was made within this area with most of the desired outcomes being overtaken. Some outcomes however require additional time which has been built in to the following improvement planning cycle.

Evidence indicated:

Awareness and understanding of achievement gap was raised by a presentation from JRF and furthered with all staff engaging with Insight to reflect on attainment and performance.

Aspire group established for identified S4 pupils. A focus on achieving 5 @ N3 was achieved by all identified pupils. All Aspire leavers have been supported to achieve positive and sustained destination.

Weekly House meetings discussed learners progress and barriers to learners. Whole school data was discussed with staff identifying pupils at risk of under achieving and potential strategies to be used.

Literacy /Numeracy framework is in its early stages. Staff have audited confidence levels in assessing literacy/numeracy within their curricular areas.

In-set workshops ran successfully to allow staff to revisit well being concern form and GIRFEC principles.

DSW work is underway and audit of partnership working has been taken. Vocational qualification uptake has been limited.

3 different programmes were delivered by CLD Youth Services. Engagement has improved significantly.

QIF steering group has met regularly and the framework is evolving within this group and is ready to support planning through the year and it has been shared with ELT.

Next steps:

Strategic Attainment Summaries for each year group are being designed. This will be introduced and support given to staff to engage with it.

Clear identification of pupils discussed at House meetings and who are the subject of well-being concern forms if they are also in the lowest 20%.

Literacy/numeracy framework will focus on faculty areas who will identify specific Es and Os that can be developed through the year.

To allow a shared understanding of named person implementation.

DSW action plan required.

Request submitted for 3 further CLD programmes next sessions.

QIF will continue to evolve over the upcoming year to ensure a more consistent, planned and robust approach to self evaluation.

How well did we do in 2015/16?

Development 1

Good progress has been made in this area and is beginning to impact positively on our self-evaluation culture.

•There was consistency cross faculty improvement plans which were all structured round 2 key outcomes.

•Staff survey indicated staff feel engaged and supported in self- evaluation and improvement planning.

•Decision taken during the year to leave QIF as a tool for senior leadership and QIF steering group

Next steps:

•Improvement methodology approaches to be applied and adapted for faculty and school improvement planning priorities.

•All staff to be engaged in appropriate CPD around improvement methodology and involved in improvement planning process.

Development 2

Good progress was made within this area with most of the desired outcomes being overtaken. Some outcomes however require additional time which has been built in to the following improvement planning cycle.

Evidence indicated:

Teaching and learning scaffold has been introduced and is being used in some faculties. However this has not been embedded across the school.

Moderation activities in school and across the Hub have resulted in increased confidence and understanding of standards around SALs.

Staff are using the tracking tool to support tracking and monitoring, but are yet to evidence the use of the tool to ensure appropriate pace and challenge. The analysis of data is yet to support a focus on closing the gap or generate specific dialogue to inform meeting learners needs.

Staff and learner survey reflect improved levels of satisfaction with school and classroom discipline. Actions relating to gathering feedback on positive behaviour policy and cpd opportunities were successfully implemented.

PTC and SLT classroom observations and now linked specifically to identified areas of teacher professional learning. This has been well received and will be built upon. Professional learning blog was introduced and has now been moved on to a new platform for introduction in August. CPD co-ordinator actively supported PLGs and sought feedback on the direction of these groups in the future. Educational Psychology involvement in CPD was limited.