

Bathgate Academy

School Self-Evaluation Summary

Session 2015/2016

West Lothian Council is committed to delivering the best possible outcomes for children and young people so that they have the best start in life and are ready to succeed by following the principles of Curriculum for Excellence (CfE) and Getting it Right for Every Child (GIRFEC).

Within Curriculum for Excellence, every child and young person is entitled to experience a curriculum which is coherent from 3-18. Those planning the curriculum have a responsibility to work in partnership with others to enable children and young people to move smoothly between key transition points, building on prior learning and achievement in a manner appropriate to the learning needs of the individual. This should ensure that young people are well placed to move into positive destinations and adult life.

The Corporate Plan sets the strategic direction and our priorities for West Lothian Council. There are eight priorities that we, and our community, believe can make a lasting and sustainable impact on the local area and improve the lives of residents in West Lothian.

Priority 1: Delivering positive outcomes and early interventions for early years

Priority 2: Improving the employment position in West Lothian

Priority 3: Improving attainment and positive destinations for school children

Priority 4: Improving the quality of life for older people

Priority 5: Minimising poverty, the cycle of deprivation and promoting equality

Priority 6: Reducing crime and improving community safety

Priority 7: Delivering positive outcomes on health

Priority 8: Protecting the built and natural environment

The Corporate Plan informs Education Services Management Plan to ensure our work impacts positively on services for children and young people. Education Services focuses particularly on priorities 1, 2 and 3.

Education Services Management Plan

Education Services works towards achieving the key strategic aims of the council, in partnership with schools. In particular, Through the Moving Forward in Learning strategy Education Services aims to improve opportunities for children and young people by::

- Raising standards of attainment and achievement taking account of the National Improvement Framework and Scottish Raising Attainment Challenge.
- Improving employability and positive destinations for all school leavers
- Improving Parental Engagement and Family learning
- Promoting equity of access to education through closing the gaps
- Improving Self-Evaluation for Self-Improvement taking account of How Good is Our School 4th Edition
- Promoting learning for life and encouraging creativity, enterprise and ambition

Working with a range of partners, the key purpose of our work is to continuously raise attainment and achievement for all children and young people in West Lothian, ensuring that our young people succeed in securing a positive and sustained destination after school.

We want to know how well we are doing this and how we can improve. We are continuously evaluating what we do and how it makes a difference to our learners. In moving forward together we have been asking ourselves - staff, pupils, parents/carers and stakeholders - key questions which are contained within this Self Evaluation Summary. Our summary is in the pages that follow, along with our key areas for development for session 2016-2017. This summary is set within the context of CfE and GIRFEC, and is measured against quality indicators within *How Good is Our School – 4th Edition*?

Context of Bathgate Academy

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.

Our Senior Management Team (SMT) consists of the Head Teacher, two Depute Head Teachers and a job share Area Business Support Manager. 9 Principal Teacher Curriculum makes up the extended leadership team. This consists of six Principal Teacher Curriculum each with responsibilities for Curricular Areas and three Principal Teacher Curriculum who are House Heads. A Pupil Support Manager plays an integral role within the ELT.

Our S.I.P. continues to be influenced by local and national factors. There is a clear understanding that we must continue to improve the quality of teaching and learning across the school to ensure all learners have every chance to reach their potential and move into positive destinations when leaving school.

Leadership and Management

How good is our leadership and approach to improvement? (1.1 – 1.5)

We are committed to ensuring that we achieve the highest possible standards and success for all. We judge our leadership and, approach to improvement and our change agenda to be good.

Strengths

All members of staff work collaboratively and all have a clear understanding of the social, economic and cultural context in which are children live. This influences our improvement agenda and the pace we implement positive change. Our vision for the school is ambitious and focuses on continuous improvement in the areas of pedagogy, curriculum and assessment. Our commitment to this shared vision is demonstrated through the innovation and creativity of, for example our S1 IDL Origins programme and our Quality Improvement Framework. Strategic planning at ELT level ensures staff are provided with opportunities throughout the year to collaborate meaningfully on areas of faculty and school improvement.

We work collaboratively to enhance teaching across the school and this leads to improving quality learning experiences for pupils. Practitioner enquiry and creative approaches are integral to this process and staff collaboration and shared dialogue is improving. This is paying dividends within our classroom observation programme that is now linked directly to professional learning. We are beginning to use data more robustly with a clear focus on how it can impact on teaching and learning. This needs to be expanded further especially as we look to close the poverty related attainment gap which does exist within the school.

All staff are committed to improving outcomes for young people. Teachers engage well in professional learning with colleagues here and in other schools. We use a range of effective approaches to evaluate our work, including surveys, classroom visits, internal VSE opportunities, ELT discussion opportunities. We take account of the views of young people and parents through regular surveys and our learners are now involved in all promoted post interviews. There is scope for young people to have an even stronger voice in improving the school especially an increased focus on issues related to learning.

As a school we are becoming better at self- evaluating our impact on learner attainment although there is a need to actively share good practice across the school better. This is achieved at department and faculty level.

Areas for Development

- 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.
- More consistent practice across subject areas in planning, monitoring, tracking and evaluating in the BGE to raise attainment and achievement of all 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 QIF planning group to take forward improvement priorities.

Learning Provision

How good is the quality of care and education we offer? (2.1 - 2.7)

There are important strengths within this area of our work, however there are some aspects which require improvement. As such we believe we are good in this area.

Strengths

The majority of our young people enjoy learning in a caring, inclusive environment with positive relationships across the school. The majority are well behaved both within and out of classrooms. In lessons, young people listen well to instructions and respond well to the expectations teachers have of them. They feel that they are encouraged and supported well by their teachers and the majority feel they are actively involved in the lessons. In a few subject areas this extends to their involvement in the creation of success criteria and they can articulate the role of Learning Intentions and plenaries. However, these aspects are not consistent across all faculty areas and pupil awareness is therefore limited in some areas. The learning planned by most faculties meets the needs of all young people well, and all departments have worked hard on improving the relevance and nature of the S3 curriculum as exemplified through our VSE. Our Senior Phase pupils are working towards qualifications at different levels within the same classroom and this approach and our aspirational agenda is meeting the needs of all our pupils. However, high-quality planning which meets the needs of young people is not yet a consistent feature of learning across all stages and across the school. Teachers are aware that the planning and moderation process needs to be enhanced. Learning conversations between young people and their teachers are developing, but more guidance on this is required to ensure it helps engage young people better in their learning. In the best examples, young people are identifying appropriate learning targets and, with support from teachers, agreeing strategies which will enable them to improve their work. This is not consistent enough across the school. How we develop this in our BGE phase is under review at the current time.

Many Faculties are using available time to focus on sharing highly-effective approaches to learning and teaching which will help to achieve consistently high-quality learning experiences for young people. Time is protected for collegiate working to develop and improve, for example, the S1 curriculum and consider its impact on pupils. This protected time is also being embedded within our Professional Learning Groups but again more consistency of approach and how we assess impact is required. Across the school, teachers use a range of approaches to assess young people's work, increasingly involving young people in assessing and evaluating their own work and progress. This is a strength in some areas but not all. Our assessment evidence is valid and reliable. We have developed manageable processes to monitor and evaluate pupils' progress across the curriculum with clearly defined and well understood success criteria.

Our Hub approach means teachers across our 4 partner schools are working together to further develop their understanding of the standards required to achieve a Curriculum for Excellence level. This work will be on-going. The school is currently revisiting our work on assessing literacy and numeracy across the school to help us impact positively on our equity agenda and achieve more consistent approaches to assessment and reporting in these areas. The monitoring and tracking system the school has for young people from S4 to S6 is enabling staff to identify any underachievement and to take appropriate action to support and challenge young people as appropriate. This information is also used to signpost most recent attainment figures at a school level. Further developments of our Didbook system for improving approaches to monitoring and tracking the progress of young

people from S1 to S3 is underway. Our current S1-S3 spreadsheet system is not fit for purpose with regards how we articulate with learners their current progress.

Our curriculum is continually developing to increase the range of learning pathways open to young people. We collaborate to develop a clear rationale for our curriculum model based on the shared understanding of the purpose and design of our curriculum and this informs our planning for progression. In S1 are learning behaviours are purposefully 'fused' with curricular content throughout the S1 inspire programme to support meaningful engagement with the curriculum. Our single cohort Senior Phase design allow young people to work towards levels appropriate to them and at an appropriate time. We work very closely with partners to enhance our young people's experiences and widen their opportunities. This was seen as a key strength during our recent VSE. The rigour of the S3 curriculum for young people needs further development to enable them to build a strong foundation for continuing study to qualifications at S4 or beyond.

Areas for Development

- Ensure high quality learning experiences are delivered by highly skilled staff
- Improvement in numeracy levels and learner confidence in mathematics
- Improvement in literacy levels for identified learners
- Further develop opportunities for career long professional learning by enhancing role of PLG and use of Glow staff portal to embed and share information collaboratively
- 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

Successes and Achievements

How good are we at ensuring the best possible outcomes for all our learners? (3.1 – 3.3)

There are important strengths within this area of our work, however there are some aspects which require improvement. As such we believe we are good in this area.

Strengths

The proportions of young people who are successful in moving on to a positive destination such as employment, training or further learning on leaving have been increasing over recent years. In 2015, almost all moved on to a positive destination, with an increase in the proportions moving on to higher education. Overall, young people from S4 to S6 perform as well as young people with similar needs and backgrounds across Scotland. The proportions of young people achieving National Qualifications at the end of S4 are showing signs of improvement in a range of measures.

We recognise that there is room for improvement in young people's attainment, particularly in numeracy and this has been a focus of our improvement planning this year and next. Our Aspire programme ensures that some of our young people experience learning and an appropriate amount of qualifications for them to reach their full potential. Young people supported in our Aspire programme are developing skills for learning, life and work. Young people's learning, particularly for those at the upper stages, is enriched through a wide range of opportunities for achievement within and beyond school. This is constantly being developed in both senior school and through our Inspire programme in the BGE. Young people show and develop a caring attitude towards others through substantial volunteering and fund-raising activity. We have a growing number of young people who reflect on the skills they are developing and increase their understanding of their achievements through successfully completing national programmes such as the Duke of Edinburgh's, Saltire and Sports Leaders awards. All our S5 pupils are working towards Personal Development awards.

Our School Leavers Destinations are above those of our 'virtual school' comparison and in line with the West Lothian average.

Our young people benefit from learning and teaching through a range of partnerships and accredited

opportunities. Our curriculum enables them to be more creative, entrepreneurial and innovative. They understand the importance of these skills for their future and the workplace and most are confident, motivated and ambitious.

We understand value and celebrate diversity. We challenge discrimination and our young people are included and respected. Although there are improved SQA outcomes for learners with additional needs this still needs to be improved further.

Areas for Development (outcomes)

- Levels of attainment at level 5 maths are increased
- More learners complete Level 3 literacy and numeracy by the end of S3
- More learners complete 5 level 6 passes by end of S6
- Ensure a clear and shared strategy for narrowing the attainment gap between the most and least advantaged
- Ensure a clear and shared strategy for raising attainment in literacy and numeracy

Based on the above information, at this point in time, we evaluate ourselves against the quality indicators as follows:

Our school:

Quality Indicators	
1.1 Self-Evaluation for Self-Improvement	Good
1.3 Leadership of change	Good
2.3 Learning, teaching and assessment	Good
3.2 Raising attainment and achievement	Good

Summary of Successes and Achievements: Appendix 1

In session 2015- 2016, Raising Attainment was the overarching priority in the SIP. This appendix details the progress made with the specific areas for development and again is set within the context of CfE and measured against the quality indicators within Child at the Centre, How good is Our School 4 and CfE National expectations: Self-evaluation resource.

Progress made with our areas for development Session 2015 – 2016

Area for development 1: Continue to improve the pupil experience within the classroom by embedding effective and high quality teaching and learning.

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.

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 2014-2015.

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.

Next steps:

- To ensure staff are supported to analyse their data input and how it informs teaching and learning
- To ensure learners are engaged in meaningful dialogue about their progress and achievement
- To ensure the positive behaviour policy informs practice and continues the drive towards an emphasis on positive behavior and relationships.
- PLGs will be better supported to identify specific areas of professional learning with a continuation of collaborative learning and professional enquiry. Educational Psychologist project with identified staff will be pursued.
- Staff Glow portal will become the central point for all aspects of professional learning and school information, reducing some of the current bureaucracy issues.

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.

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.