



Vision, Aims and Values

At Bo'ness Academy we aim to educate young people to the highest standards possible and equip them with the skills required to become full and active members of our wider community. We support pupils to become the best version of themselves by encouraging all young people to aim to *"Be The Best You Can Be"*. This is achieved by ensuring everyone feels valued, respected and given opportunities to flourish.

We work hard to provide a learning environment that allows each and every member of our school community the opportunity to fulfil their full potential. We strive to create opportunities out with the formal curriculum to enable our young people to have as rich an experience as possible to help prepare them for life beyond school.

We are proud of all of our achievements throughout last session. The link below will provide you with a flavour of some of the activities and learning that has taken place in school during session 2019-20.

<https://sway.office.com/Wi3BmbNHcAjpvlEC?ref=Link>

School Context

Bo'ness Academy serves the town of Bo'ness as the sole provider of non-denominational secondary education. There are five associated primary schools, four of which are located in the town, with the fifth located in the village of Blackness. The school roll is currently 802 and is projected to increase over the coming years.

The school is led by a Senior Leadership Team comprising of the Headteacher, three Depute Headteachers and a Resource Manager. We are also fortunate to have a School Based Police Officer, Community Learning and Development Worker and School Counsellor.

Our committed team of teaching and support staff are supported by our middle leadership team, who collectively ensure that every young person in Bo'ness Academy is able to meet their full potential and move into a positive destination when they are ready to leave school.

The school has a vertical House system, and has established good links with a large number of partners and agencies. The school is committed to multi-agency working as our way of securing the best level of service for pupils.

Extra-curricular activities are actively promoted in the school and there is a good range of sporting, cultural and social provision. There are also active Pupil Leadership Teams.

The school is well supported by an active Parent Council who work in harmony with the school to promote good relationships with the parents and wider community, together with supporting many school events and functions

All staff are encouraged and expected to work towards defining and achieving the school's aims, contributing to the school's ethos, developing our curriculum and driving attainment forward. Pupils are encouraged to take responsibility for their own learning and to achieve their full potential.

Contents

Review of progress for session 2019-20

We have been focusing on a number of areas over 2019-20. The main areas are detailed below:

A: Leadership and Management

Create a specific and consistent approach to self-evaluation across the school.

B: Learning Provision

Review the learner pathways within the senior phase.

Continue to develop a high quality learning and teaching environment across the school.

Continue to refine the processes and procedures in place to ensure that we are meeting the needs of all the learners.

Review our BGE tracking to improve learner's outcomes.

C: Successes and Achievements

Continue to develop a systematic approach for the accreditation of Wider Achievement.

Developing a positive whole school ethos and culture: relationships, learning and behaviour.

Develop a shared understanding of the Careers Standard 3-18 and embed the principles and practices within the classroom.

A	Create a specific and consistent approach to self-evaluation across the school.
NIF Priority/Driver:	Improvement in Attainment Assessment of Children's Progress, Performance Information & School Improvement.
HGIOS QIs:	1.1 Self-evaluation for self-improvement
Aims?	To reduce the discrepancy between pupil initial presentation level, their SQA estimates and actual SQA performance.
Where are we now?	- Faculty reviews held, all teaching staff attended, SQA/In-sight data and actions to be taken discussed. - Review of Tracking and Monitoring procedures and roles of staff at each level across whole school completed. - Review Presentation Transfer Window targets were not met after Prelims, work continues on addressing this. - FH awareness increased of data available to all staff e.g. SNSA & Cat4 and approaches to inform actions from data gathered in some faculties was shared at ESLT focused on using data in a wise and effective way.
How do we know?	- Awareness of tracking more evident and active. E.g. more referrals, more letters actioned, discussions with FH. - RPTW targets not met, % change exceeded targets set. - FH review of tracking, Insight and RP TW meetings, discussions held at Faculty Review Meeting, FH Prelim review meeting and an ESLT dedicated to review and discussion of available data and how it can be used to effectively to impact on pupils' progress.
Next Steps?	- Agreement at ESLT that an additional tracking report in 1st term to be negotiated with SBNT. - If agreement reached with SBNT, additional tracking report to be added to WS calendar, timelines for reports to be adjusted. - Faculty Heads to work with staff to review assessments used to inform tracking to ensure that it is at the standard of the level being assessed and covers the range A-C graded questions proportionately for NQ N5, Higher and AH courses. - Review of BGE courses and assessment to ensure that it makes pupils NQ ready as they enter S4.

B	Review the learner pathways within the senior phase.
NIF Priority/Driver:	School improvement
HGIOS QIs:	2.2 - Curriculum
Aims?	- Continue to review the curriculum offering in the Senior Phase to ensure that all pupils have appropriate and flexible pathways available to them. - Build on the current IDL Wider Achievement Opportunities that have been offered to pupils this year. Ensuring that we continue offer opportunities to develop employability skills, preparing pupils for life after school.
Where are we now?	- Increase in the curriculum pathways for pupils in the senior phase. - Diverse range of IDL Wider Achievement Opportunities for session 2020-21
How do we know?	- Pupils progressing in learning from S3 to S4 and successfully achieving a qualification. - Increased attainment in faculty areas where there are flexible pathways.
Next Steps?	- Further embed flexible pathways for pupils transitioning to senior phase. - More collegiate approach to curriculum review ensuring pupils are on the correct learner journey.

B	Continue to develop a high quality learning and teaching environment across the school.
NIF Priority/Driver:	Teacher Professionalism Assessment of Children's Progress School improvement
HGIOS QIs:	3.2 – Learning, Teaching & Assessment
Aims?	Review the Learning Cycle and shared expectations around 'excellent' learning and teaching with a focus on: • Developing our questioning strategies to enhance learner's experiences. • Using skilled questioning to enable high order thinking skills in all our learners. • Developing a consistent approach for learners to receive high quality feedback.
Where are we now?	Limited impact due to lockdown. No quantitative data at end of session to measure impact for pupils/teachers. There has been a collegiate approach to L&T at Faculty Meetings: • Quality of Success Criteria - visual aids linked to skills development • Opportunity to share feedback commonly given to classes • Discuss formative assessment techniques Consistent approach to L&T observed though Learning Walks: • Lesson starter sharing LI and SC • Differentiated starters to engage learners • Some good and effective questioning to promote deeper understanding, however still not consistent across faculties.
How do we know?	• A more consistent approach to L&T observed though Learning Walks and observations: ○ starter activities to share Learning Intentions and Success Criteria, ○ variety of formative assessment techniques provides opportunities for learners to demonstrate their learning, ○ more effective questioning that deepen understanding. • There has been a collegiate approach to discussing L&T at Faculty Meetings in particular: ○ developing the quality of Learning Intentions and Success Criteria with a focus on developing skills, sharing ideas to provide pupils with clear and purposeful feedback.
Next Steps?	• Feedback to pupils: ○ To develop the different types of feedback given to pupils ○ Learners have a better understanding of the different types of feedback ○ To improve the quality of feedback to learners so it is clear what their next steps in learning are to improve and progress. • Review Learning/Plenary ○ consistent use of Review/Plenary in lessons ○ used more effectively as a formative assessment tool and to aid planning ○ To share effective use of plenaries within faculties/across school

B	Continue to refine the processes and procedures in place to ensure that we are meeting the needs of all the learners.
NIF Priority/Driver:	Parental Engagement
HGIOS QIs:	2.4 – Personalised support 2.7 – Partnerships
Aims?	Needs of all young people are continually being addressed with staff implementing/identifying relevant strategies. Staff are continually supported with appropriate knowledge to meet pupils' needs. To provide appropriate support to all young people, allowing them to identify personal skills and abilities, a range of curricular pathways on offer, wider achievement opportunities as well as improving wellbeing.
Where are we now?	Staff have access to a wide range of information on all young people. Our School Improvement Group were tasked with undertaking work in relation to the development of pupil skillset across the curriculum. Our Extended Leadership Team have a greater understanding of the changing landscape of our school cohort and our young people with Additional Support Needs and the government guidelines that surrounds this. Targeted Support Evenings underway. Partnership working with CLD/Primary Cluster to enhance and support Parental Engagement underway.
How do we know?	Access to a wide range of information allows for staff to support each individual in both their learning and wellbeing. Staff are able to make appropriate provision for young people in order to make sustained curricular progress. This includes appropriate provision and preparation for P7 transitioning to S1. Pupils are accessing learning at levels appropriate to their needs and ongoing progress for pupils is evident. Our Senior Phase Induction Day and BGE Skills Day were planned for the Summer term however had to be cancelled due to the school closure. Work was undertaken with our Extended Leadership Team in relation to government guidance and Additional Support Needs, allowing for greater understanding of legislation and requirements on schools. Work has been undertaken with our Extended Leadership Team to identify the changing landscape of our school cohort and our young people with Additional Support Needs and the government guidelines that surrounds this. Senior Phase Support Evening for Parents and Carers took place for senior phase pupils studying N5/Higher English. 'Let's Cook' Programme completed with Bo'ness Public Primary, supporting parental engagement, skills development and the transition process.

Next Steps?	Ensure that all information in relation to pupils' needs is gathered and shared appropriately and appropriate interventions are in place at the required times. Continue to provide opportunities for our young people in relation to creativity and employability. Continue the work undertaken with ELT and ensure the wider staff body have a full understanding of the changing landscape of our school cohort and our young people with Additional Support Needs and the government guidelines that surrounds this. Continue to provide opportunities for parental engagement in relation to both school improvement and supporting the progress of our young people and their families.
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B	Review our BGE tracking to improve learner's outcomes.
NIF Priority/Driver:	Improvement in Attainment Assessment of children's progress
HGIOS QIs:	3.2 Raising Attainment & achievement: Attainment in literacy and numeracy. Attainment over time.
Aims?	BGE Tracking & Monitoring: - BGE tracking & monitoring improved so that it provides a reliable indication of best progression and pathways into Senior Phase for BGE pupils. SIG BGE Literacy & Numeracy: - BGE tracking & monitoring is established with regards to literacy & numeracy.
Where are we now?	BGE Tracking & Monitoring: - SNSA & CAT4 undertaken and information on access and use shared with teaching staff. - CLPL offered but limited up-take with staff. - Key points relating to SNSA & CAT4 highlighted at ESLT. - Discussion at ESLT regarding learning matrix assessment tasks, the need for these tasks satisfying the standard for that level and the weighting for each task being appropriate so that the bank of evidence gathered confirms teacher judgement. - Review of BGE tracking was due to be undertaken in April, COVID 19 lockdown prevented this occurring. SIG BGE Literacy & Numeracy: - Reviewed standards initially at CfE L3 & L4, but then L2 was included. - For Literacy & Numeracy across the levels, group identified key aspects which would be required to achieve the levels. - SIG members had arranged to attend Faculty meetings to share summarised formats of levels and discuss implementation of this. Lockdown prevented this going ahead.
How do we know?	BGE Tracking & Monitoring: - Staff use of available data to inform actions is low. - CLPL offered but limited up-take from staff. SIG BGE Literacy & Numeracy: - Summarised format for staff and pupils created for CfE L2, L3 & L4 in Literacy and Numeracy.
Next Steps?	BGE Tracking & Monitoring: - Review of BGE tracking still to be undertaken. - FH establish procedures/routines so that staff extract useful data from available sources e.g. SNSA to inform T&L, course choice. - DHT link meeting FH to include discussion of the planning of procedures and the implement as part of T&M standing item. SIG BGE Literacy & Numeracy: - SIG members refresh themselves of summary format and present to faculties. - For session 2020-21, FH and staff within each faculty agree to on either undertaking literacy or numeracy to track pupil performance and give informed feedback as to how to improve to gain level using summaries.

C	Continue to develop a systematic approach for the accreditation of Wider Achievement.
NIF Priority/Driver:	Improvement in employability skills and sustained, positive school leaver destinations for all young people.
HGIOS QIs:	3.2 Raising Attainment and Achievement
Aims?	Establish a whole school systematic approach for the accreditation of Wider Achievement.
Where are we now?	- Staff collated information for pupils undertaking the Barista WAO and pupils undertaking Prefect duties to enable them to gain a Saltire Award. - Duke of Edinburgh [DofE] re-started for S3 pupils. - Building up of staff skills with regards to delivering DofE on-going.
How do we know?	42 pupils gained Saltire Award. 42 S3 pupils started DofE, expedition could not be undertaken due to COVID19. 3 Have dropped out to date. - Children's University 140-150 pupils within the BA Cluster were due to graduate. This is approx. 50 up on last session. Graduation cancelled due to COVID19.
Next Steps?	- Commission for Senior WAO accreditation to be established, this post will include looking into other forms of accreditation and tracking & monitoring ones already established within Bo'ness Academy. - S3 pupils who started DofE last session to be given opportunity to undertake expedition to gain Bronze Award or if they only complete 3 of 4 categories pupils could still gain Certificate of Completion.

C	Developing a positive whole school ethos and culture: relationships, learning and behaviour.
NIF Priority/Driver:	School Improvement
HGIOS QIs:	3.1 – Ensuring wellbeing, equality and inclusion.
Aims?	• All stakeholders will have participated in the review of our current ‘Promoting Positive Behaviour’ system, identifying areas of strength and development needs. • To create a working policy document in relation to developing a positive whole school ethos and culture. • Improve attendance for targeted groups with supportive interventions. • Promote and improve wellbeing utilising the school counselling service.
Where are we now?	• Our school values have been refined and are embedded within our school community. • Our working policy document outlines a clear process for promoting a positive whole school ethos in a consistent manner – the document remains in draft form given the school closure. • Prior to the school closure overall attendance had improved as well as that for those in targeted groups. • Our school counselling service is able to support wellbeing to a greater extent.
How do we know?	• Stakeholders are able to identify our school values of ‘Aspiration, Respect and Motivation’. • Working policy document was shared with all staff prior to school closure and feedback provided. • Overall attendance had shown continuous improvement alongside a number of improvements for specific individuals. • Our school counselling service was increased to 3 days per week – 2 days for individual support with a view to utilising the 3rd day for group work – our counselling service continued to be offered throughout the school closure as well as the summer holiday.
Next Steps?	• The work of our School Improvement Group will continue to refine the policy document and processes to be embedded across the school community to foster a positive whole school ethos and culture. • The school will continue to improve overall attendance through careful monitoring and evaluation as well as implementing targeted interventions for specific groups of pupils. • The school will develop and embed a wider community approach to wellbeing, building on the existing work that has been undertaken.

C	Develop a shared understanding of the Careers Standard 3-18 and embed the principles and practices within the classroom.
NIF Priority/Driver:	School Improvement
HGIOS QIs:	3.3 – Increasing creativity and employability
Aims?	Staff to have a full understanding of the purpose and aim of the <i>Career Education Standard (3 – 18)</i> (CES); Staff to have a full understanding of the part they are expected to play, along with partners, in the implementation of the CES; Staff to have a full understanding of the entitlements for young people Staff to have understanding of what career management skills are and why they are important Senior Phase pupils to have a greater understanding of career management skills and be able to identify “I Can” statements BGE pupils to be able to identify skills they have developed across the curriculum and be able to discuss how they use these skills
Where are we now?	Staff are more familiar with the Career Education Standard, the journey of the CES and implications for professional practice Staff have developed their knowledge further in relation to the ‘Entitlements and Expectations’ of the CES and have developed awareness of the “I Can ...” statements as well as Career Management Skills My World of Work registration has improved for all year groups
How do we know?	Staff engagement with CLPL session – September 2019 Staff are able to discuss CES and related features with colleagues and consider where this fits into their daily teaching practice. Registration data on My WOW increased over the course of the session – pupils engaged more with the portal.
Next Steps?	Continue to support staff in Session 2020-21 in order to fully embed Career Education Standard within classroom practice as well as provide the opportunities planned for BGE and Senior Phase in relation to improving creativity and employability skills. Continue to promote the value of My World of Work to all stakeholders, with young people becoming My WOW ambassadors, undertaking work to establish how all stakeholders can gain most benefit from the portal. Continue to provide opportunities for all pupils to develop their creativity and employability skills and be able to recognise their strengths and areas for development.

C	Successes and Achievements – Identify and target groups to “close the poverty related attainment gap” promoting wellbeing, equality and inclusion.
NIF Priority/Driver:	Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children. Improvement in employability skills and sustained positive school leaver destinations for all young people.
HGIOS QIs:	2.2: Curriculum 2.3 Personalised Support 3.1 Improving wellbeing, equality and inclusion 3.2 Raising Attainment & achievement 3.3: Increasing creativity and employability
Aims?	• Increase data capture and feedback given to pupils from this information. • Increase number of pupils taking up their work placement entitlement. • Promote reading for pleasure and creativity, improve literacy skills and enhance health and wellbeing for all involved with a view to improving employability skills through social interaction and teamwork.
Where are we now?	16+: • Range of approaches used to support all Seniors needs were being addressed re positive destinations, • Data capture engagement of Senior Pupils very high [99 - 100 %], • Number of Work Placements have noticeably increased • For some pupils on alternative timetables Work Placements have resulted in increased career opportunities on leaving this session. Literacy Cluster: • All 6 Cluster Primaries have a committed involvement in Jnr Red with increased number of pupils enrolled, culminated in a very successful on-line ‘meet the author’ event. • Primary & Secondary and within Bo’ness Academy collegiate links strengthened. • Family and Community engagement in reading and with Bo’ness Academy increased by Jnr Red, First Ministers Reading Challenge, Gifting books & lending books in Lockdown and Reading Schools Accreditation. • Profile of Jnr Red raised across the Authority. Literacy Renaissance Reader: • Improvement in % of pupils achieving CfE 3rd level or better in reading • S1-S3 Average Reading Age by each year group has improved significantly. • Engagement with raising the reading profile from both staff & pupils. • Within Bo’ness Academy collegiate links strengthened working with Literacy Cluster, Children’s University and Renaissance Numeracy. Numeracy Renaissance: • All staff & pupils now familiar with Accelerated maths & programme has been successfully promoted schoolwide for S1-S3. • STAR Maths assessment round 1 completed and pupils were provided with detailed feedback on areas in numeracy requiring improvement. • Pupils trialling an individualised intervention programme through HIVE periods have shown an improvement.

	• Across each year group Standardised score improved. • Numeracy Twitter page has been created and being developed to promote numeracy. Children's University: • Increase in engagement in CU in Primary Cluster and in extracurricular activities. • Increase in numbers eligible to graduate from CU. • Increased engagement with Pupils in other PEF areas including family learning, CLD, Numeracy and Literacy • Within Bo'ness Academy collegiate links staff working in a house approach to support pupils and engagement with Pupils in other PEF areas including family learning, CLD, Numeracy and Literacy • Grant funding gained and distributed to staff for new clubs & opportunities. Pastoral PTs: • Increased attendance for a number of targeted cohort, allowing targeted cohort continually to be reviewed and amended • "At risk" of becoming low attending pupils demonstrate a greater understanding of the impacts of attendance and mostly show appreciation for having someone else to talk to in school. Pupils reporting they feel supported to communicate barriers to attendance. • Parental engagement has improved for targeted cohort.
How do we know?	16+: • Inclusion: 100% Senior Phase pupils completed Data Capture. • Engagement: First Data Capture 100% of Senior Phase pupils have given feedback, 99% in 2nd data capture • Work Placements – Covid 19 procedure has placed restriction on further work placements this session. Bo'ness Academy pupils have participated in at least 50% more work placements compared to previous sessions up. Literacy Cluster: • 266 pupils enrolled to attend the main event – every school in the cluster. • Communication across the cluster is now embedded. • Reading promoted throughout lockdown through various activities within the community e.g. book hunt, delivering books to pupils. Literacy Renaissance Reader: • 90+% of pupils achieving CfE 3rd level or better in reading • S1-S3 Average Reading Age by each year group has increased more than Renaissance Accelerated Reader research predictions suggest. • Over 50% of our young people engaged with increasing their literacy. Numeracy Renaissance: • Pupils trialling an individualised intervention programme through HIVE periods have shown an improvement in their STAR Maths Standardised Score. Average improvement points S1 45, S2 29, S3 45. • S1 improved, on average, by 25 points, S2 by 17 and S3 also by 17 between October and March. • Those pupils in a lower SIMD or who receive FSM improved, on average, by 27 points in S1, 31 in S2 and 17 in S3. Children's University:

	- Children's University 140-150 pupils within the BA Cluster were due to graduate. This is approx. 50 up on last session. Pastoral PTs: - Improvements in whole school attendance rate with the cumulative absence rate improving over time between August 2019 and February 2020 in comparison to the previous session. - Parents are largely very appreciative of our input and support in getting pupils into school more often. - Pupils report they feel supported to communicate barriers to attendance.
Next Steps?	16+: - Relating to Data Capture and Work Placements, establish more effective ways to collect, share and highlight relevance of these to pupils/parents/staff. - By doing above, 'free time' for 16+ Co-ordinator to focus on specific pupils & targeted groups and further establish & strengthen links with the community. - WAO T&M improved and level of challenge of accreditation within WAOs reviewed. - PT Point 1 to be created to oversee 16+ and commission created to support work placements & targeted work placements. Literacy Cluster: - Maintain Jnr Red as an embedded event within the cluster. While supporting any requests for help from other clusters to establish Jnr Red. - Completion of Reading Schools Accreditation to gain Gold standard. - Grow and develop family and community engagement to promote literacy and positive engagement with Bo'ness academy from Early Years through to Secondary. Literacy Renaissance Reader: - Increase parental involvement. - Continue to raise pupil interest in reading, including creating a culture of "less experienced reader" rather than low ability reader. - Look into SALTIRE Awards. Numeracy Renaissance: - Continue with Accelerated Maths and Star Math assessments, including establishing reasons for any anomalies. - Continue with intervention groups but with an increased number of pupils. - S3 results indicate that some will enter S4 below the Scaled Score expected for success in NQ courses, therefore proposal to maintain Renaissance subscription for some/all of these pupils to allow further interventions and monitoring to be in place to support these pupils. - Support will continue to be offered to families through the school website and promotion of numeracy will continue through the schools' numeracy Twitter account. - Continue to both inform staff of numeracy data gathered and promote numeracy across the school, through pupil and departmental activities. Children's University: - Continue with: CLPL sessions for Primaries, involvement of Research Project with QMU and liaising with CU regarding large data inputs - Creating a more effective and collegiate approach to link CU PEF initiative with the other PEF initiatives in Bo'ness Academy staff and CLD. - Look into ways to further develop a tailored approach for targeted pupils to ensure that CU is completely accessible to all.

	Pastoral PTs: • Continue to focus on attendance focusing on targeted group within school cohort whose attendance sits between 80-95%. PEF Session 2020-21: Following review of discussions from PEF commissions last session and discussions within SLT: • 3 PTs with overview and responsibility for the commissions within their area created. • Acting PT Technologies included whole school remit of responsibility of 16+ & Data Capture. Also commission for Targeted Work Placements and developing & increasing pupil/staff/parental engagement in 16+ commission.
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Key Priorities for Improvement Planning 2020-21

What is our capacity for continuous improvement?

Bo'ness Academy is committed to improving the outcomes for all of our young people. This includes ensuring that the quality of learning and teaching enables our young people to achieve appropriate academic qualifications along with developing skills for life, learning and work in order to move onto a positive and sustained destination in the future.

