



Vision, Aims and Values

At Bo'ness Academy we are keen to ensure that all of our young people aim to “Be The Best You Can Be”. This is achieved by ensuring everyone feels valued, respected and given opportunities to flourish.

Within the school, through rigorous self-evaluation, we aim to deliver a curriculum which meets the needs of all of our young people and allows them to develop skills for life, skills for learning and skills for work.

We strive to create opportunities out with the formal curriculum to enable our young people to have as rich an experience as possible during their time At Bo'ness Academy to help prepare them for life beyond school.



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.

Bo'ness Academy functions from a modern building, completed under the PPP initiative and opened in 2000. Over the past 10 years the school has seen significant development both in terms of curriculum, pupil support, personnel and resourcing.

The roll sits at approximately 850 and is likely to increase over the coming years as a result of on-going house building in the local area.

The senior management team presently comprises of a Headteacher, three Depute Headteachers, and a Resource Manager.

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

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

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 and embedding our values of *Aspiration, Motivation and Respect*, contributing to the school's positive ethos. Pupils are encouraged to take responsibility for their own learning and to achieve their full potential in all their formal and informal involvement in the school.



Our Three Progression Targets – Review of progress for Session 2021-22

A: Leadership and Management

Embed and promote our school values

Embed approaches to self-evaluation across the school

B: Learning Provision

Ensure BGE courses provide good pace, challenge and progression

Develop capacity in our learning community in the use of Digital Technology

C: Successes and Achievements

Develop a systematic approach for the accreditation of Wider Achievement

Implementation of a whole school approach to wellbeing, equality and inclusion

Increase meaningful engagement with local partners leading to improved positive destinations



Progression Target A	Leadership and Management – Embed and promote our school values
Aims?	The new school values of “Aspiration, Motivation and Respect” will be re-launched and embedded across the school community, with all stakeholders being able to identify these.
Where are we now?	- Pupils and staff are able to demonstrate the school values in their daily work within the school. - Referral process streamlined in recognition of pupil/staff input. - Improved ethos in relation to attendance, behaviour, relationships, punctuality, organisation and uniform. - Increase in recognition of positive approaches to learning and relationships. - Values displayed across the school.
How do we know?	- Qualitative Data – Referrals Attendance Exclusions. - Quantitative Data – Focus Group. - RRSA Accreditation - Calendar of parental engagement opportunities is evident – data gathered on engagement. - Consistent whole school/Faculty/Departmental approaches to celebrating success – wider community involvement.
Next Steps?	Continue to promote our school values through our Celebrating Success initiative.



Progression Target A	Leadership and Management – Embed approaches to self-evaluation across the school
Aims?	• Staff can identify suitable data to triangulate evidence of impact. • Staff can access & collect quantitative +and qualitative data to measure impact and inform next steps. • ‘How Good is OUR school’ used to triangulate evidence. • Staff more comfortable and adept at using ‘How Good is OUR school?’ [2018] to triangulate evidence of impact.
Where are we now?	• Staff are more confident and comfortable in gathering and analysis data as part of self-evaluation. • Self-evaluation activities are more meaningful, and impact can be measured. • Staff have increased confidence in assessing BGE in their subject including literacy, numeracy & HWB.
How do we know?	• Faculty minutes • Link DHT & FH minutes • No. times staff actively engage/use ‘How Good is OUR school?’ [2018] in triangulation impact • Staff & Pupils able to discuss progress and available support. • Learning Walks, class observations & 1-2-1 conversations.
Next Steps?	• Pilot VSE model to further inform whole school, department and individual strengths and areas for development.



Progression Target B	Learning Provision – Ensure BGE courses provide good pace, challenge and progression
Aims?	All BGE courses provide good pace, challenge & progression, and dovetail into NQ courses. • Pupils confirm that pace and challenge in BGE course is preparing them for NQs. • BGE courses allow suitable evidence to be banked for NQs. • BGE evidence banked logged on OTB. • Pupils/parents/carers/staff through Tracking Reports, Learner conversations, data and discussion can make informed choices for progression onto NQs in S4.
Where are we now?	• Pupils are placed in the correct course and level in Senior Phase based on a wider range of reliable assessment data. • Increased involvement of parents/carers in discussions relating to Senior Phase. • Aspirational Targets set in S4 are informed by BGE tracking & monitoring. • BGE pupils bank NQ evidence at N3/N4 appropriate to 3rd Level/4th Level.
How do we know?	• Faculty improvements for BGE course implemented. • Faculty consult and Link DHT & FH minutes. • Pupil's feedback through survey, focus group, discussions. • NQ evidence banked. • No. attainment referrals & letters home. • Tracking reports [S4 2022 onwards] • Pupils able to discuss progress and available support. Via Learning Walks & 1-2-1 conversations. • Parental feedback.
Next Steps?	• Processes and procedures in place to ensure that the majority of pupils gain SCQF level 3 and 4 accreditation across all curriculum areas by the end of S3.

Progression Target B	Learning Provision – Develop capacity in our learning community in the use of Digital Technology
Aims?	• 100% of teachers using iPads at least once a week with all of their classes. • Increased instances of staff sharing good practice in the use of Digital Technologies to enhance learning and teaching. • 70% of teachers using apps such as OneNote to provide effective feedback to learners. • 60% of BGE pupils using their iPad to support their learn out with the classroom e.g Homework tasks, assignments etc.
Where are we now?	• Increase in staff confidence in the use of iPads/ Digital Technology to enhance learning and teaching. • Greater engagement of staff with pedagogical theory for effective learning and teaching utilising Digital Technologies. • Increased understanding in Parents/Carers behind the purpose of the iPads and Connected Falkirk.
How do we know?	• Baseline survey of staff confidence in use of iPads. • Focus groups with staff. • Focus groups with pupils. • Questionnaires/ Focus groups with Parents/Carers. • Learning Walks/Lesson Observations.
Next Steps?	• To promote the use of digital technology to support effective feedback.



Progression Target C	Successes and Achievements – Develop a systematic approach for the accreditation of Wider Achievement
Aims?	- Data on impact of PEF interventions is recorded centrally on OTB. - By the end of the BGE, 90% pupils have gained accreditation for a WAO they have undertaken e.g. S1: John Muir Award, S2: Saltire award, S3: DofE or another award. 90% of S4 pupils can identify skills they have developed &/or accreditation they have gained through extracurricular activities &/or involvement in the wider community 90% of S5 & S6 pupils gain accreditation in a WAO they have undertaken. - At whole school level success in WA celebrated.
Where are we now?	- Whole school community increasing awareness of the impact of PEF interventions. - The value and recognition of WAOs increases amongst pupils. - Parents have an increased awareness of the WAOs and their child's progress.
How do we know?	- Data indicating no. of S1-3, S5 & S6 pupils gaining accreditation for WA. - Data regarding WA available on OTB. - S4 pupil survey. - WS Celebration of WA event.
Next Steps?	- Appointment of PT Achievement for All with the following responsibilities: - Putting systems and procedures in place to track and recognise wider pupil achievements - Utilise and track accreditation where appropriate - Ensure equity of success and achievement for all of our young people - Ensure S1 to S6 Wider Achievement Progression - To promote and work with the Pupil Leadership Teams - Ensure success is consistently celebrated school wide - Ensuring success is shared with parents/carers and the wider community

Progression Target C	Successes and Achievements – Implementation of a whole school approach to wellbeing, equality and inclusion
Aims?	• A whole school approach to promoting and supporting positive mental health for all stakeholders will be embedded across the school community. • 50% of staff are fully trained Mental Health First Aiders and can provide support required. • All stakeholders will be better equipped to recognise and support mental health and wellbeing. • All stakeholders will be able to identify staff in school who are trained/equipped to support mental health concerns. • A greater understanding of services available at local authority level and beyond that all stakeholders are able to access
Where are we now?	• Recognition and acceptance of the scale of mental health needs and concerns within the school community. • All stakeholders are able to discuss mental health and have an awareness of strategies to promote and support positive mental health. • Young people and staff have an awareness of who they can seek support and guidance from in relation to mental health concerns. • Young people are developing the coping strategies required for them to engage fully in school and the wider society. • Parents are better equipped to deal with ongoing concerns in relation to mental health and wellbeing.
How do we know?	• Quantitative Data – gathered from stakeholder surveys. • Qualitative Data – gathered from SLWG/Focus Groups. • Whole school mental health strategy rolled out to the school community. • Wellbeing tracking data.
Next Steps?	• Further develop partnership opportunities to enhance provision in relation to Wellbeing.



Progression Target C	Successes and Achievements – Increase meaningful engagement with local partners leading to improved positive destinations
Aims?	• 100% of Senior Phase will have an accurate profile on SEEMiS in relation to Data Capture (3 times per session). • 100% of BGE will have an accurate profile on SEEMiS in relation to Data Capture (once per year). • Local Partnerships - devise a local partnership agreement that embodies “No Wrong Door” to ensure that young people have seamless access to individual support, advice, guidance and engagement with employers. • Develop all levels of education-employer partnerships with regional and national employers, including Small and Medium Sized Enterprises. • Increase in the number of pupils gaining accreditation for work placements. • Increase in those entering a positive destination.
Where are we now?	• Improved sustained positive destinations. • Clear identification of concerns at any point within the session. • Bespoke support offered to individuals – needs being met. • Increased numbers seeking and securing work placement opportunities.
How do we know?	• SLDR figures. • Accreditation data. • Pupil Engagements with SDS • Written partnership agreement with local employers • Monitoring and recording of active participation from target groups in employer engagement activity
Next Steps?	• Build further partnership opportunities to support our alternative curriculum programme BAARTS (Bo’ness Academy Alternative Routes to Success).



Achievements

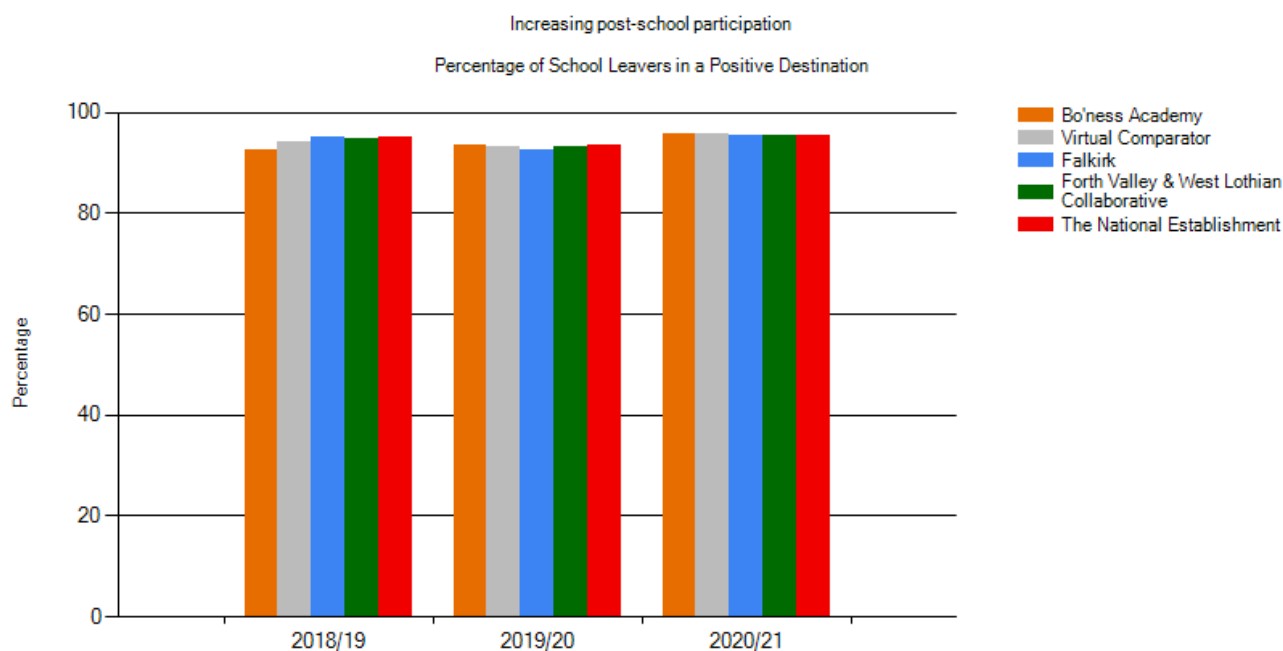
- Polar Academy trip to the North Pole
- The launch of Duke of Edinburgh at silver level
- Achieving Rights Respecting Schools Silver Award
- Junior Red goes from strength to strength
- Falkirk Council Red Book Award winners
- Achieving Reading Schools Gold Award
- Our Barista service – ‘Hot Shots’ perfects a cold drinks service to compliment the wonderful coffee range
- All of our S1 pupils achieve the John Muir Award
- Crown Prosecution Office Debating Competition
- Poppy Scotland Letter to my Teacher from the front line
- Books for Toddlers Partnership with Borrowstoun Nursery
- Return of extra-curricular (over 100 pupils week one)
- Cluster Sports afternoon Tuesdays- over 150 cluster pupils attended
- S4 basketball team 2nd place Falkirk Schools Basketball Cup.
- Introduction of Breakfast Club.
- Sports Day Success
- Sportathon- £800 raised for Polar Academy.
- Young Ambassador Primary Transition Football Tournament
- The Lion King Trip Theatre Excursion
- Manchester City Football Excursion
- Bo’ness Rugby Club Partnership/funding
- Bo’ness United Football Club Partnership
- Hugely successful return of our Activities Days



Attainment



At Bo'ness Academy we believe in the importance of having high quality literacy and numeracy for our young people. The graph below shows that literacy and numeracy has **improved** year on year. The school continues to achieve more SCQF Levels 4 and 5 in literacy & numeracy than our 'virtual comparator'.



We strive to ensure that all of our pupils are in a positive destination on leaving school. The graph above shows our improvements year on year. In session 2020/21 the percentage of leavers in a positive destination with higher than our 'virtual comparator, Falkirk, Forth Valley and the National Average.

SEEMIS – Breadth and Depth (A-C)

5+ at Level 5 (S4)				
2017	2018	2019	2020	2021
25	41	40	39	46

5+ at Level 6 (S5)				
2017	2018	2019	2020	2021
10	6	15	12	10

1+ at Level 7 (S6)				
2017	2018	2019	2020	2021
15	8	5	10	15

On the whole the percentage of pupils achieving 5+ National 5s, 5+ Highers and 1+ Advanced Highers is increasing and where this is not the case that is generally attributed to our diverse curriculum pathways resulting in a significant percentage of our pupils undertaking Foundation Apprenticeships at Forth Valley College.



Key Priorities for Improvement Planning 2019-20

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.

We will continue to provide professional learning opportunities for all of our staff to support them in their work with our young people.

Through rigorous self-evaluation using evidence gained from our pupils, parents/carers, staff and external partners and agencies we will create improvement priorities to reflect their comments.

As stated at the start of this report we stated that we are keen for all members of our school community to “Be The Best You Can Be” and judging by the positive ethos within the school we are progressing well to achieving this for everyone.

Quality indicator	School self-evaluation
1.3 Leadership of Change	4
2.3 Learning, teaching and assessment	4
3.1 Ensuring wellbeing, equality and inclusion	4
3.2 Raising attainment and achievement	4

