

School Improvement Plan 2022-2023

ASPIRATION
MOTIVATION RESPECT
AMBITION BO'NESS INCLUSIVE
OPPORTUNITIES SKILLS
HAPPY ACADEMY SUPPORTIVE
INSPIRING RESPONSIBLE CONFIDENT
LEARNING

Bo'ness Academy



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ASPIRATION

MOTIVATION

RESPECT

Improvement Priority: Wellbeing					
What data / evidence informs this priority?	Outcomes	Interventions	Expected Impact	Measures	Actual Impact
- Key findings of Public Health Scotland e.g. the majority of mental health problems will develop before the age of 24 with 50% of mental health difficulties established by the age of 14 - Approx. 1 in 4 adults experienced mental health problems throughout their lifetime 1 in 5 young people aged 16-24 experience a common mental illness such as anxiety or depression at any one time - School based survey indicated that our young people still require support and access to services and information to support their mental health and wellbeing - Continued high volume of referrals	- A whole school strategy, which is embedded within our school community, which supports and promotes positive mental health for all stakeholders - A clear and concise cluster approach to promoting positive mental health and wellbeing with a greater understanding of services available at local authority level and beyond 10 further members of staff trained as MHFA in Bo'ness Academy - At least 2 staff members per school across the Bo'ness cluster to be trained as mental health first aiders to provide support as required - Parents, requiring support, are able to access relevant services when required	- Promotion and offer of staff CLPL opportunities in relation to promoting positive mental health and wellbeing, as well as supporting their own mental wellbeing - Engagement with LA design of mental health services for children and young people - Mental Health Ambassadors (Young People) - Mental Health First Aid training - FDAMH resources offered/promoted to parents - Engagement with 'Headstrong' with a specific focus during the study weekends - Alternative Curriculum Pathways in both BGE and Senior Phase (BARTS)	- All stakeholders are able to discuss mental health and have an awareness of strategies to promote and support positive mental health - Informed/skilled workforce - Improved attendance – achieving authority average or above for those pupils who have more than 10% absence - C + 1AS - Improved attainment in relation to overall tariff points for all pupils, with a specific target group of those young people in our “middle 60%” - Improved staff wellbeing - Wider cluster understanding of supports/resources available in relation to mental health and wellbeing	- Quantitative Data - stakeholder surveys - attendance and exclusion data (compared to local authority) - attainment data – August 2023 - recognition within Alternative Curriculum Pathways – wider achievement/attainment - young person/ parental engagement/uptake/feedback with support offer - Qualitative Data - Focus Groups	

to school counsellor - Continued high volume of concerns raised by staff, young people and their families in relation to poor mental health - ASN Data - Attendance rate below local authority average - Regression in attainment - Ongoing impact of the coronavirus pandemic		- Wellbeing initiatives e.g. the Resilience Project - School Counsellor (4th day) – parental support pilot - Welfare Officer - PT Inclusion - PT Pastoral Support x3			
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Improvement Priority: <i>School Ethos</i>					
What data / evidence informs this priority?	Outcomes	Interventions	Expected Impact	Measures	Actual Impact
Attendance data OTB Referral Data ATE/Exclusion data Negative interactions across the school community Limited opportunities to engage parents recently	- Key focus on identifying, acknowledging and rewarding positive behaviour and relationships - Negative referrals/interactions will have decreased - Exclusions will have decreased - Attendance rate will be in line with authority average or above for those pupils who have more than 10% absence - Increased opportunities for parental engagement and family learning across BGE/Senior Phase/Whole School	- Values based approach promoted within the life of the school - CLPL/Teach Meet programme calendared to promote positive relationships and consistent approaches to classroom management and restorative approaches - Alternative Curriculum Pathways in both BGE and Senior Phase (BARTS) - Alternative Curriculum – External Providers – e.g. Fast Training - ATE - Family Learning Programme – HWB - Promotion of professional reading to improve practice - PT Inclusion - PT Pastoral Support - PT Performance Monitoring	- Improved positive school ethos - Improved relationships – staff –pupil, pupil – pupil - Young people are keen to have their successes and wider achievements shared – improved confidence in abilities - Wider achievement successes are recognised and shared publicly - Reduction in exclusions – achieving the authority stretch aim or better – C+2ExS - Improved attendance – achieving authority average or above for those pupils who have more than 10% absence - Improvements in overall attendance in line with authority stretch aim – C+1AS - Greater offer of parental engagement and family learning, which will be taken up by the parents across all year groups	- Quantitative Data – referrals, attendance, exclusion - Year Head Tracking and Monitoring - Consistent, whole school approach to recognising, rewarding and celebrating success - Parental Engagements – parents evenings, course choice, S1 settling in, family learning opportunities etc - Qualitative Data – Focus Group evidence	

		PT Achievement for All – whole school approach to recognising and celebrating success			
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Improvement Priority : Attainment and Achievement					
What data / evidence informs this priority?	Outcomes	Interventions	Expected Impact	Measures	Actual Impact
In session 2021/2022 89% of pupils achieved 5 qualifications at level 3 or above and 87% achieved 5 qualifications at level 4 or above. This is below Falkirk Council average. Insight data shows that the average total tariff points is below our virtual comparator. BGE and Senior Phase tracking of level 3 and 4 qualifications is not consistent across school Interventions are meaningful and show expected impact and control measures C+ C3SQF4 C+ C3SQF5 C+ C3SQF6	By session 23/24 Increase levels of attainment across all curricular areas within the BGE: 95% of pupils will achieve 5+ at level 3 by the end of S3. Increase levels of attainment across all curricular areas within the SP: 95% of pupils to achieve 5+ at level 4 by the end of S4. 45% of pupils to achieve 5+ at level 5 by the end of S4. 60% 5+ SCQF level 5. 19% of pupils to achieve 5+ at level 6 by the end of S5. - Increase the average total tariff points for all pupil groups in S4: Lowest 20% - +12 points Middle 60% - + 40 points Highest 20% - + 60 points - There will be a closer correlation between BGE tracking and Senior Phase outcomes/predictions	- OTB Tracking deadlines for Level 3 and 4 - Identified gaps are targeted early - BGE review will allow changes required to assessment, courses and tracking to be completed by end of sessions 22/23 - Explore the addition of Level 3-6 courses across BGE and SP and facilitate the addition of these by session 23/24 - Improved tracking reports for parents which will support evidence and future decision making on pupils journey - BGE and SP course awareness evenings to raise awareness of suitable pathways for all pupils	- Increased tracking and robust recording of assessment data across the BGE will result in at least 95% of our S3 cohort achieving 5+ qualifications at level 3 and our S4 cohort achieving 5+ qualifications at level 4. - Increased tariff points for our S4 Middle 60% to bring us in line with Falkirk Council - Improvements in Level 4/5 Literacy and Numeracy to bring us in line with National Average	- S3/S4 qualification snapshot spread throughout the year. - PT Improvement in performance - VSE outcome - Improved whole school Self-evaluation Calendar - PEF proforma and suitable interventions - Use of Insight and local Attainment advisor - SQA attainment - Merit check	

		Improved Ethos through house competitions and promoting positive behaviour			
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Improvement Priority : Learning & Teaching					
What data / evidence informs this priority?	Outcomes	Interventions	Expected Impact	Measures	Actual Impact
Faculty Reports state an inconsistent approach to embedding digital technology to enhance L&T. Quality of teaching is inconsistent across school specifically use of plenaries in lessons and feedback to pupils. Through pupil voice, 50% of BGE pupils, receive regular feedback (daily and/or weekly) on progress and next steps.	- Almost all lessons are planned with a wide range of creative teaching approaches so our learners have a learning experience that is consistent across our school. - Majority of learning is supported and enhanced by our effective use of digital technologies - Almost all learners are provide with quality feedback to progress in learning.	- VSE - Learning Walks/Observations - CLPL/Teach Meet Focus on differentiated tasks, ideas for starter and plenary tasks, and opportunities to share good practice.	- Almost all pupils experience learning that is structured to include: - Lessons have a clear purpose - Activities are varied that provide opportunities to review and consolidate learning through plenary - Pupils receive quality feedback on progress and next steps	- Learning Walks/observation Paperwork - Collated School L&T Report - Faculty VSE outcomes - S1 and S2 Pupil Log - SQA Attainment	



Improvement Priority: Wider Achievement					
What data / evidence informs this priority?	Outcomes	Interventions	Expected Impact	Measures	Actual Impact
Continue to develop a systematic approach for the accreditation of wider achievement. There is not yet a whole school systematic approach for the accreditation of Wider Achievement.	- 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.	- OTB tracking of WA created. - Staff with PEF intervention responsibility on an ongoing basis track, monitor and discuss with pupils their progress e.g. logging no. hours, activities. - Staff on a regular basis track, monitor and discuss with pupils their progress in relation to the skills they are developing and the accreditation they are aspiring to gaining in the WAO. - Staff involved in extracurricular activities with S4 pupils highlight and reinforce the skills being developed &/or accreditation they can gained.	- 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.	- Data indicating no. of S1-3, S5 & S6 pupils gaining accreditation for WA. - Data regarding WA available on OTB. - WS Celebration of WA event.	