

Bo'ness Academy

Standards and Quality Report 2023-24



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.

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Standards and Quality Report 2023-24



The purpose of the annual Standards and Quality Report (SQR) is to record the successes and achievements in delivering improvement relating to the identified priorities in the improvement plan 2023/24.

Staff at all levels continue to undertake and participate in a range of professional learning and development to support both the identified priorities of the improvement plan and, all our children and young people.

This report provides a helpful summary for parents/carers and other stakeholders, of successes and achievements in academic session from August 2023 - June 2024, and outlines priorities for session 2024/25.



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 840 and may 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.

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Bo'ness Academy Improvement Plan 2023-2025

Attainment & Achievement	Curriculum	Learning, Teaching & Assessment	Inclusion & Equality
Year 1 95% of pupils to achieve 5@ level 3 & 4 by the end of S4. 40% of pupils to achieve 5@ level 5 by the end of S4. 60% of pupils to achieve 5+ SCQF level 5. 18% of pupils to achieve 5@ level 6. - Improve overall attendance levels for those pupils who have less than 10% absence. - Improve overall percentage of pupils who move to a positive destination.	Year 1 - Review curriculum rationale and structure to maximise opportunities for pupils to achieve attainment targets. - All faculties to implement and review their SCQF progression pathways plans.	Year 1 Implement 'Plus one' Learning Cycles Programme consistently across the school leading to 80% of lessons being very good or better.	Year 1 - Extend the range of targeted support programmes for pupils to ensure positive outcomes for all pupils. - Strengthen approaches to promote wellbeing, equality and inclusion for staff and pupils.
Year 2 95% of pupils to achieve 5@ level 3 & 4 by the end of S4. 43% of pupils to achieve 5@ level 5 by the end of S4. 63% of pupils to achieve 5+ SCQF level 5. 20% of pupils to achieve 5@ level 6. - Improve overall attendance levels for those pupils whose attendance is sitting at 85-90%.	Year 2 - Phase 2 of faculty awards and progression pathways plans. Particular focus on BGE. - Relaunch our Skills Framework to develop pupil's awareness of themselves as learners and the relevant skills they are developing for learning, life & work.	Year 2 Ensure consistently high-quality learning & teaching across the school with almost all lessons being very good or better.	Year 2 - Extend the range of targeted support programmes for pupils to ensure positive outcomes for all pupils. - Strengthen approaches to promote wellbeing, equality and inclusion for staff and pupils.



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Improvement Area: Attainment & Achievement

Q1. What impact do we want to have?

- Increase 5@3- 95%+
- Increase 5@4-95%+
- Continued improvements at 5@5 and 5@6
- Improved outcomes for chronic non-attenders or young people with poor attendance at school.

Q2. What problem/s are we trying to solve?

- Improve the poverty and equity attainment gap by increasing the number of young people with 5 qualifications either at 5@3, 5@4, 5@5 or 5@6
- Improvements in the provisions on offer for young people with low or no attendance above and beyond the interrupted learning service
- Improve the tracking process of qualifications and QA process by PTs
- Ensuring that young people in the lowest SIMD's are getting access to the best qualifications as well as access to positive destinations
- All staff understanding their role in improving attainment not just PTs.

Q3. What changes could we make that will result in improvement?

- Improved tracking system of qualifications and wider achievement options
- Improved tracking of PEF, SIMD, Equity and previous attainment- will ensure earlier interventions are in place to support young people in achieving their full potential and ensuring best outcomes.
- Better understanding of how we track data and how this aligns itself with ensuring better outcomes for young people. This should not just be at PT level but with all staff so they can see their part in making a difference and being part of that significant change process.
- Bo'ness's own interrupted learning service which is supported by staff and PSA's.

Q4. How will we judge whether or not we have been successful?

- Increase in the amount of young people gaining 5@3, 5@4, 5@5 and 5@6
- Improved QA process within tracking with earlier interventions being put in place to support young people gaining qualifications.



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Improvement Area: Attainment & Achievement (Targeted Support)

Q1. What impact do we want to have?

- Better awareness of our target groups
- Better understanding of interventions
- Better use of interventions at the correct time
- Better challenge for those off-track
- Better sharing of good practice across FHs.

Q2. What problem/s are we trying to solve?

- Lack of awareness of target groups
- Lack of action on pupils off-track
- Lack of communication with parent/ pastoral/ depute
- Lack of sharing among FHs.

Q3. What changes could we make that will result in improvement?

- More frequent discussion about target groups
- Challenge questions around target groups
- Further sharing/discussion of intervention – overlap with improvement in L&T
- Challenge of those off-track
- 'Progress' tracking system used to support and better monitor progress.

Q4. How will we judge whether or not we have been successful?

- Tracking based on current performance will improve across the year
- More pupils put forward for study café and mentoring
- FH's given time to share good practice
- Staff consult the QA Calendar more frequently.



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Improvement Area: Attainment & Achievement (BGE Assessment)

Q1. What impact do we want to have?

- BGE Assessment and the tracking of it is robust
- All BGE assessment links with national standards.

Q2. What problem/s are we trying to solve?

- Lack of tracking of BGE assessment
- Lack of robust BGE assessment
- Lack of ability to pull National assessment banking from BGE data.

Q3. What changes could we make that will result in improvement?

- Develop a BGE matrix on progress
- FHs to work together to discuss structure of BGE assessment, timing and also verification / standards.

Q4. How will we judge whether or not we have been successful?

- BGE Tracking on progress with the ability to pull who has achieved national assessment
- Agreed BGE assessments for each faculty that have been verified.



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Improvement Area: Attainment & Achievement (Tracking, Moderation and Assessment)

Q1. What impact do we want to have?

- New and improved whole school tracking
- Improvements in moderation of all assessments
- Improvements in robustness of assessment
- Pupils have a better understanding of assessment timeline.

Q2. What problem/s are we trying to solve?

- Clearer reporting across BGE and SP
- Easier and quicker way to raise concerns
- Clear focus and structure for moderation and robustness of assessment across BGE and SP.

Q3. What changes could we make that will result in improvement?

- Implementation of *'Progress'*
- Discussion of BGE assessment and banking of National qualifications
- All assessment are moderated and follow policy which includes sampling out with school
- Tracking links to assessment timelines.

Q4. How will be judge whether or not we have been successful?

- Departments can demonstrate moderation processes
- Data input in to tracking will be used for improvement
- Tracking will link to assessment better in timelines and will mean earlier intervention.



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Improvement Area: Attainment & Achievement (SCQF)

Q1. What impact do we want to have?

- Increase in 5+ 5@5 SCQF
- Increase in 5+ 5@6 SCQF
- Increase the amount of SCQF offers across the curriculum
- Increase in Business Links to support curriculum development.

Q3. What changes could we make that will result in improvement?

- Curriculum review looking at options within both BGE and SP looking at NPA and other SCQF qualifications
- Business sponsorship to cover costs of FA and other courses offered out with school which increase SCQF % and school budget can be spent elsewhere and on other interventions
- Improved tracking system of qualifications and wider achievement options
- Improved tracking of PEF, SIMD, Equity and positive destinations- will ensure earlier interventions are in place to support young people in achieving their full potential and ensuring best outcomes.
- Better understanding of how we track data and how this aligns itself with ensuring better outcomes for young people. This should not just be at PT level but with all staff so they can see their part in making a difference and being part of that significant change process.
- More business links to allow for curriculum areas to bring their areas to life and support with trip, work experience and other opportunities.
- SIG to represent Business Links and SCQF ambassadors for each dept

Q2. What problem/s are we trying to solve?

- Improve the poverty and equity attainment gap by increasing the number of young people with 5 qualifications either at SCQF 5 and 6
- Increase in SCQF and ensuring that young people are able to use these qualifications to ensure skills development (3-18 Careers Skills Management Framework) and utilise experiences outside of school to gain qualifications.
- Ensuring that young people in the lowest SIMD's are getting access to the best qualifications as well as access to positive destinations
- Improve the number of offerings of SCQF qualifications across the whole curriculum.

Q4. How will be judge whether or not we have been successful?

- Increase in 5@5 and 5@6 SCQF
- Improve options for young people for qualifications such as NPA's at same level or increased level in subject areas
- Young people are able to talk more about skills development through SCQF qualifications
- Improved QA process within tracking with earlier interventions being put in place to support young people gaining qualifications
- Each dept having a representative on SIG to help improve business links and SCQF offerings.



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Improvement Area: Attainment & Achievement (Attendance)

Q1. What impact do we want to have?

- Improved attendance and engagement.

Q2. What problem/s are we trying to solve?

- Inconsistent attendance patterns
- Historic/cultural approaches to attendance
- Inconsistent home/school communication
- Parental engagement/support.

Q3. What changes could we make that will result in improvement?

- Positive Attendance Strategy – co-creation
- Use of the Year Head tracking tool
- Improved communication between school and home re attendance
- Cluster approach
- Consistent use of SEEMiS coding
- RIC Self Evaluation Tool
- Use of Power BI
- Improved Local Authority Guidance/Support.

Q4. How will we judge whether or not we have been successful?

- Data informed
- Improvements over time
- Cluster improvement.



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Improvement Area: Attainment & Achievement (Positive Destinations)

Q1. What impact do we want to have?

- Increase Positive Destinations- 94%+
- Updates on Seemis on 16+ data 3-4 times a year
- Knowledge of S1&2 positive destinations.
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Q2. What problem/s are we trying to solve?

- Improve the poverty and equity attainment gap by increasing the number of young people into PD
- Increase in SCQF and ensuring that young people are able to use these qualifications to ensure skills development (3-18 Careers Skills Management Framework) and utilise experiences outside of school to gain qualifications
- Improve the amount of young people accessing positive destinations as we are currently below council and VC.

Q3. What changes could we make that will result in improvement?

- Earlier tracking system of positive destinations
- Improved tracking of positive destinations- will ensure earlier interventions are in place to support young people in achieving their full potential and ensuring best outcomes.
- Better understanding of how we track data and how this aligns itself with ensuring better outcomes for young people. This should not just be at PT level but with all staff so they can see their part in making a difference and being part of that significant change process.
- Curriculum review looking at options within both BGE and SP looking at NPA and other SCQF qualifications to support young people to progress into a PD.

Q4. How will we judge whether or not we have been successful?

- Increase in the number of young people gaining a positive destination
- Increased knowledge of options of post school destinations
- Young people in the lowest SIMD accessing a PD
- Supporting chronic non-attenders into PDs.



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Improvement Area: Curriculum

Q1. What impact do we want to have?

- Improve attainment of learners by end of S4 (5+ at L5)
- Provide more flexible learning pathways that meet the needs of all our learners
- To maximise opportunities to increase attainment at all levels.

Q2. What problem/s are we trying to solve?

- Low uptake in some subject areas
- Course not running as a result of non-viable class sizes
- Limiting pathways and progression for learners.

Q3. What changes could we make that will result in improvement?

- Increase the number of qualification in S4 from 6 to 7
- Improve progression pathways to maximise SCQF at level6 in S5.
- Review and re-structure BGE and senior phase curriculum.

Q4. How will be judge whether or not we have been successful?

- Increase in attainment 5 at L5 by the end of S4.
- Maximised progression pathways.



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Improvement Area: Learning, Teaching & Assessment

Q1. What impact do we want to have?

- Improve the quality of learning and teaching
- High quality learning experiences for our young people.

Q2. What problem/s are we trying to solve?

- Passive learning
- Varied pupil learning experiences across the school
- Lack of well planned, structured lessons
- No plenary at end of lessons
- Little opportunity for pupils to demonstrate their learning during lesson.

Q3. What changes could we make that will result in improvement?

- Implementation of “Plus One” Learning Cycle across the school
- Each faculty to embed one strategy (as identified from Plus One Learning Cycle) consistently by end of Term 1.

Q4. How will we judge whether or not we have been successful?

- Lesson observations/learning walks
- VSE
- Pupil evaluations
- Teacher feedback on Plus One Learning Cycle CLPL (June 2024).



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Improvement Area: Inclusion and Equality

Q1. What impact do we want to have?

- Strengthen the approaches to promoting wellbeing, equality and inclusion for staff and pupils
- Improved outcomes in attainment and wider achievement for specific groups of young people.

Q2. What problem/s are we trying to solve?

- School based avoidance
- Mental Health issues
- Challenging behaviour
- Relationship concerns
- Improved staff morale/wellbeing
- Limited formal and informal qualifications for some learners
- Curriculum that does not meet the needs of all young people.

Q3. What changes could we make that will result in improvement?

- Wellbeing tracking and interventions (3x per year)
- Embed revised 'Anti Bullying Policy'
- Embed our whole school approach to promoting positive mental health and wellbeing
- CLPL – Mental Health First Aid
- Development of 'HIVE'
- Primary Specialist - Targeted Interventions
- Alternative Curriculum opportunities
- Partnership working – Faculties/Pastoral/Pupil Support.

Q4. How will we judge whether or not we have been successful?

- Increased overall attendance
- Improved mental health and wellbeing
- Recognised improvements in attainment and wider achievement for specific groups of interest.



Achievements

- World Book Day - over 100 book reviews submitted!
- 13 pupils attended the Falkirk RED Book Award (our pupil won the overall best alternative ending)
- Monthly Family History Workshop for cluster P7 and our pupils with parent/guardian
- Monthly Family Book Club for cluster P7 and our pupils with parent/guardian.
- Library clubs - LGBTQ+, RED Book Club, Tolkien Book Club, Words for Wellbeing Story Café



- 2 S3 pupils took part in the Crown Office and Procurator Fiscal Debating Competition, **won their heat** and progressed to the Central area final where they finished 3rd
- Successful study Weekend
- Easter School reintroduced
- Glasgow Science Centre Visit to school for all S1 pupils
- Lab Science visit to LinGin
- Young Technologist Competition
- Lunchtime STEM club
- 38 Duke of Edinburgh Awards achieved at bronze and silver level within the last year



- 65 participants over the two levels this coming year
- S1 trip to Sky Academy



- Sport Scotland Gold Award
- 40 School of Dance pupils performing at Go Dance, Theatre Royal, Glasgow
- Senior football team U18 forth valley champions
- Senior netball leaders gaining saltire awards for volunteering in cluster primary schools
- Falkirk schools dance competition - 3rd place Senior jazz, 3rd place junior jazz, overall best costume trophy
- Central Schools Dance Competition - 3rd place junior jazz, 3rd place junior lyrical
- Sportathon
- Falkirk Active Schools first Trampolining Competition hosted by Bo'ness Academy - medallists
- Sports day
- London Dance and Football trip - 40 pupils attended
- Transition Swimming for P5 cluster primary schools
- Staff vs Pupil tournaments

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- Falkirk Active Schools Cross Country medallists
- Falkirk Active Schools Swimming completions medallists
- Sports Awards 2024
- Bo'ness Rugby Club Partnership
- Launch of S1 Rugby Academy
- Cluster sports afternoons
- 10 pupils attending the Central Netball Association trials to compete in U15 and U17 prestigious Sirens Netball District Netball Programme
- 9 extra-curricular clubs
- Transition Dance Performance Team



- Over 100 pupils involved in S1-S3 School of Dance Programme
- Christmas Cabaret – A sell out show which highlighted the fantastic talent we have within Bo'ness Academy
- Summer School Show – A Night at the Musicals. With over 40 pupils being part of the show either performing on stage and back stage crew showcasing the talent within Bo'ness Academy

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- Creative Industries class have been part of the 'My Scotland' project with Ceangal. Pupils will create a webpage for Bo'ness and select key places that highlight Bo'ness



- Future Textiles – 2 sewing workshops for 12 S3 pupils to upskill and gain confidence in the use of machines, this has prepared the pupils to begin the new course at Bo'ness Academy in Fashion Textile Technology
- Finalist in the Tartan Takeover – 3 S3 pupils created their own woven fabric and fashion design to compete with 9 other schools in Scotland. They met Patrick Grant and discussed their design with him 'Shine a Light' exhibition in Linlithgow part organised by Miss Cumming showcased the talent of Advanced Higher artwork within the Local Authority our former pupils Sarlotta received an award from design Anna Campbell Jones.
- Our senior Art class attended a DYW event at Larbert High School where they heard a talk from Anna Campbell Jones regarding Interior Design and the career pathways for it

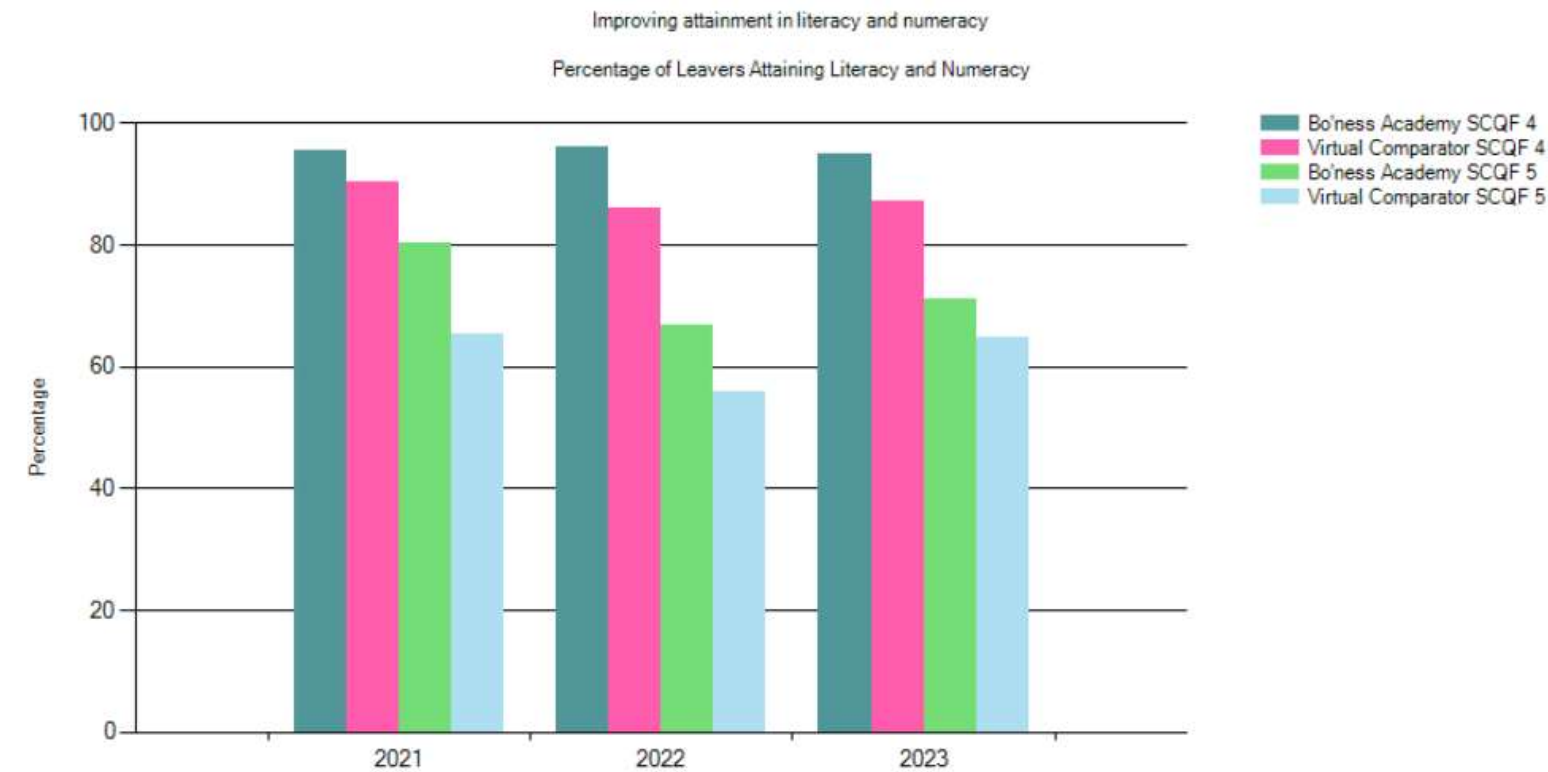


- ACES visit to Bo'ness Academy to highlight the career pathways for our senior pupils to gain entry into Edinburgh College of Art, this partnership will continue and pupils also had the opportunity to take part in paper costume workshop
- Glam Candy visit to discuss career pathways to 30 S3-S6 pupils. This talk was insightful and inspiring and pupils have a clear knowledge and understand of a pathway within the Make-up industry
- 20 S3-S6 pupils visited the Glam Candy studio in Glasgow, pupils had the opportunity to experience 'A day in the life of a makeup artist'. Great experience for all including staff and we are keen to enhance facilities in the Drama studio to accommodate this style of practice
- Falkirk Schools Concert with over 20 Bo'ness pupils performing over two evenings at Larbert High. The Young Musician of the year was Beth Drury and runner up Oliver Murdoch
- Bernadetti Foundation – 5 of our Violinists were selected to perform during this concert, a great experience for all
- Kinneil House Heritage Project partnership with Illuminate, Deanburn and Bo'ness Public Primary Schools: original music composition and video recorded performance, audio records including piano accompaniment, melody guide and voice plus piano accompaniment provided.

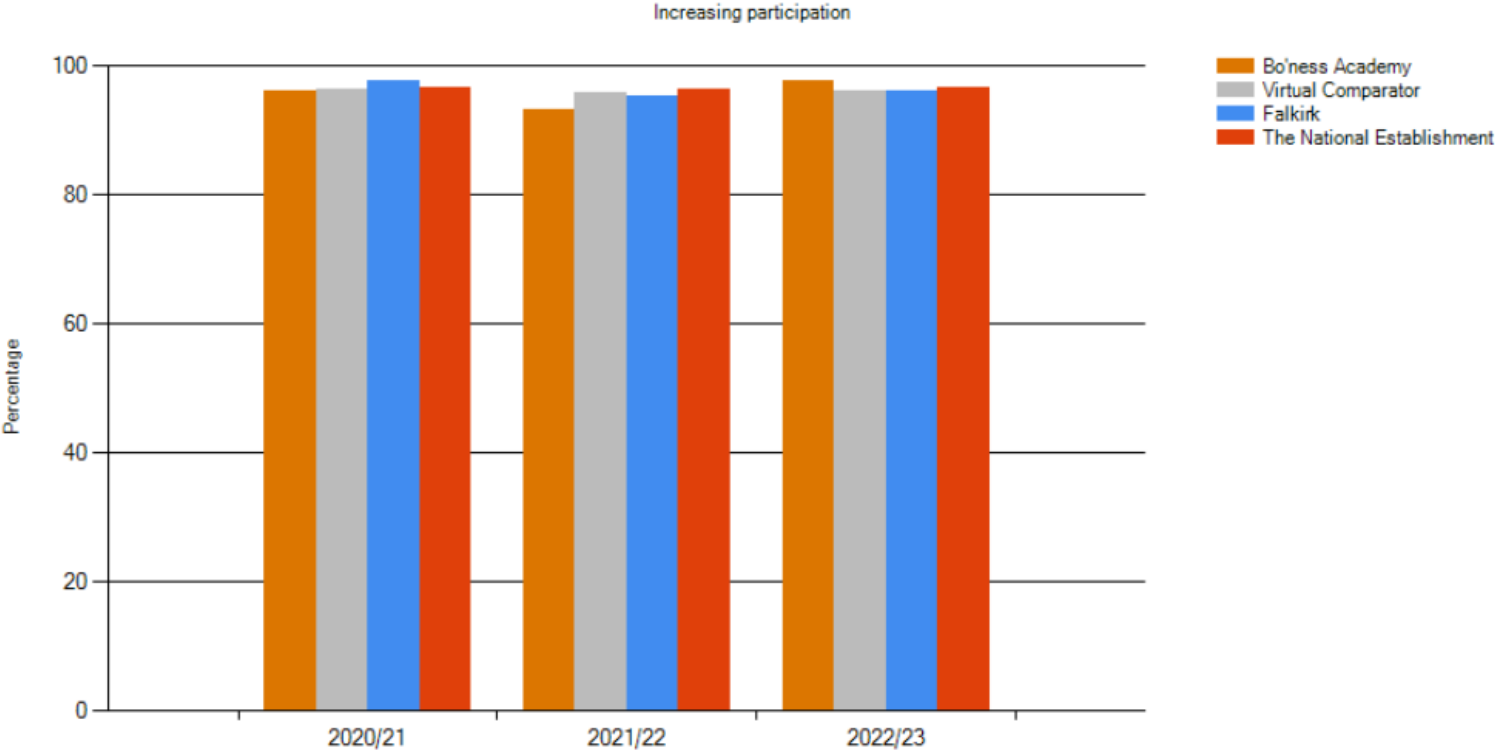


Attainment

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 below demonstrates our improvements year on year with 2023 showing a notable improvement.



SEEMIS – Breadth and Depth (A-C)

5+ at Level 5 (S4) Percentage				
2019	2020	2021	2022	2023
40	40	46	36	30

5+ at Level 6 (S5) Percentage				
2019	2020	2021	2022	2023
15	12	10	16	13

1+ at Level 7 (S6) Percentage				
2019	2020	2021	2022	2023
5	10	15	8	15



Key Priorities for Improvement Planning 2023-2024

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

