

Bo'ness Academy Improvement Plan 2024-2025

Attainment & Achievement	Curriculum	Learning, Teaching & Assessment	Inclusion & Equality
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.

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.

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.

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 (Attainment – Targeted Support)

Q1. What impact do we want to have?

- Continued awareness of our target groups
- Continued use of interventions at the correct time
- Continued interventions for those off track.
- Continued use of data for those off track
- Better sharing of good practice across FHs.
- Embed logbook

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.*
- *improvement in those achieving 5+ Level 3, 5 + level 4 and 5+ level 5.*
- *Pupils have better understanding of progress via logbook*

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

- Lack of awareness of target groups
- Lack of action on pupils off-track
- Action taken at wrong time or not quick enough
- Lack of backup plan for pupils and leaving things until the last minute
- Lack of communication with parent/ pastoral/ depute
- Lack of sharing among FHs.

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 and will evidence this



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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
- BGE assessment is adjusted in line with new curriculum model

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
- BGE assessment that fits the new curriculum model and provides evidence of progress



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

Q1. What impact do we want to have?

- Update to progress to include BGE improvements and SP improvements
- Continued moderation and QA of all assessments
- Continued Improvements in robustness of assessment through rigorous QA
- Pupils have a better understanding of assessment timeline

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

- Continued improvements and refinements with progress.
- Continued review of BGE banking on progress
- All assessment are moderated and follow policy which includes sampling out with school. Link with FH's to check process has been followed
- Ensure assessments link better to tracking deadlines
- Work with FH to create assessment timeline per subject. This will link with the assessment calendar

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

- Clearer reporting across BGE and SP with progress used to log attainment in an easier way.
- Easier and quicker way to raise concerns through progress
- Clear focus and structure for moderation and robustness of assessment across BGE and SP

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
- No gaps in pupil's attainment
- Clearer use of progress



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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 across the Cluster – celebrating success, consistent language etc
- Use of the Year Head tracking tool
- Improved communication between school and home re attendance
- Cluster approach
- Consistent use of SEEMiS coding
- Consistent use of Power BI
- Improved Local Authority Guidance/Support
- Admin 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.

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.

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.

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?

- Embed changes in curriculum structure to improve attainment of learners by end of S4 (5+ at L5)
- Phase 2 of faculty awards and progression pathway plans
- Relaunch our Skills Framework to develop pupil's awareness of relevant skills they are developing for learning, life and work.

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

- Implementation of S6 Leadership qualification.
- Improve progression pathways to maximise SCQF at level6 in S5/6.
- Collegiate planning time for staff to embed skills within BGE curriculum with a focus on employability skills that will be integrated into classroom practice.

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

- Pupils not aware of the different skills they develop through areas of the curriculum.
- Support curriculum areas to provide a focus on future employability skills and their importance to learners, with links to DYW.
- Skills integrated into every day classroom practice.

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

- Through VSE and Pupil Focus groups
- Learners can articulate the skills they are developing.
- Increasing partnership working and opportunities for our learners to link curriculum with DYW/WoW.



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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.
- Interactive Pedagogy Toolkit for staff to use to help plan engaging starter activities, develop activities for prior knowledge and active learning approaches.

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?

- Each faculty to continue to embed one strategy from “Plus One” Learning Cycle.
- Each faculty to embed one additional “Plus One” strategy consistently by end of Term 1 with the focus on ensuring learners have opportunity to demonstrate learning at end of lesson (purposeful plenary).

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

- Lesson observations/learning walks
- VSE
- Pupil evaluations
- Two planned Teach Meets with a focus on Leading Learning by June 2025.



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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?

- Further development of wellbeing tracking and interventions (3x per year)
- Promotion of revised 'Anti Bullying Policy'
- Embed our calendared, whole school approach to promoting positive mental health and wellbeing
- Mental Health First Aid Ambassadors Programme – Cluster Model
- Primary Specialist - Targeted Interventions/Target Groups/Faculty Support
- Alternative Curriculum opportunities e.g. Community Café
- Partnership working – Faculties/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.

