

DATA LABEL: PUBLIC



EDUCATION QUALITY ASSURANCE COMMITTEE

VALIDATED SELF-EVALUATION: BROXBURN ACADEMY

REPORT BY HEAD OF EDUCATION (SECONDARY, COMMUNITY LEARNING AND INCLUSION)

A. PURPOSE OF REPORT

To bring to the Committee's attention the school's validated self-evaluation and identified areas for improvement for session 2022-2023.

B. RECOMMENDATION

It is recommended that the Committee note the contents of the report and the school's arrangements for continuing improvement.

C. SUMMARY OF IMPLICATIONS

I Council Values	Focusing on our customers' needs; Being honest, open and accountable; Developing employees; Making best use of our resources; Working in partnership
II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)	Education (Scotland) Act 1980 Children and Young People (Scotland) Act 2014 Education (Additional Support for Learning) (Scotland) Act 2014
III Implications for Scheme of Delegations to Officers	None
IV Impact on performance and performance Indicators	Education Scotland quality indicators are used to measure the performance of schools – How Good Is Our School?4 (HGIOS?4).
V Relevance to Single Outcome Agreement	Positive inspection reports are used as a key outcome measure in the Single Outcome Agreement. Positive is measured by satisfactory or better in the quality indicators used by Education Scotland.
VI Resources - (Financial, Staffing and Property)	School's Devolved Budget/Pupil Equity Funding
VII Consideration at PDSP	Not applicable
VIII Other consultations	None

D. TERMS OF REPORT

D1 Background

School Census roll	956
Staffing and date of appointment of management team	HT (13/08/2007) DHT (18/04/2011) DHT (23/04/2019) DHT (11/08/2020) 5 Principal Teachers Curriculum 8 Principal Teachers 5 Chartered Teachers 54 Teachers 1 Area Business Manager 1 Pupil Support Manager 2 Advanced Pupil Support Workers 14 Pupil Support Workers 1 Auxiliary 1 Admin officer 1 Admin Assistant 2 Clerical Assistants 1 Music Instructor 1 Lab technician 1 Technician 1 Librarian
Scottish Index of Multiple Deprivation (SIMD) – 1 st being most deprived and 11 th being least deprived	SIMD Rank – 3657.06 Order 9 out of 12 West Lothian Secondary Schools (1 being most deprived)
Pupil Equity Fund Allocation	£95,550

Broxburn Academy is a non-denominational school serving the communities of Broxburn, Uphall, Uphall Station, Dechmont and Pumpherston. The school admits pupils from four associated primary schools and one local denominational primary school. It is an active member of a proactive cluster which is working together to ensure smooth progression and to improve and enhance attainment and achievement for all young people.

In the post-industrial context of the Broxburn area where several large employers have ceased operations, the school and its partners, including Skills Development Scotland and a range of others, are working hard to ensure the curriculum prepares pupils for further and higher education and employment in other industries, including health and social care services, tourism and leisure services.

The vision at Broxburn Academy “aspires to empower respectful learners. We will achieve through compassion, commitment and pride.” The values are summarised in the acronym “RESPECT”: Responsible, enthusiastic, successful, positive, equal, committed and trustworthy.

2021/22 GIRFEC Levels (% of students)

Stage	Roll	Level 1	Level 2	Level 3	Level 4
S1	185	84.32%	9.19%	5.95%	0.54%
S2	181	71.82%	12.15%	15.47%	0.55%
S3	187	75.40%	11.76%	12.30%	0.53%
S4	182	70.88%	12.64%	15.38%	1.10%
S5	136	83.09%	9.56%	7.35%	0.00%
S6	85	84.71%	9.41%	4.71%	1.18%
School	956	77.51%	10.98%	10.88%	0.63%

Level 1 (Core): Needs are met within the classroom by teacher

Level 2 (Targeted): A higher level of support possibly in consultation with agencies outwith education

Level 3 (Enhanced): The child's additional support needs require input from two, or more, support services and/or different agencies

Level 4 (Intensive): Referral to SORG who will allocate alternative provision

D3 Evaluative Analysis of School's Current position – Learning, Teaching and Assessment

The school vision aspires to empower respectful pupils through compassion, commitment and pride. This sets a direction of travel which the school should continue to develop to take forward improvement within the core business of learning and teaching. All staff show a commitment to shared educational values and professional standards.

There is without doubt a strong appetite from teachers to reflect on and improve the classroom experience and quality of learning and teaching across the school. Staff relationships are excellent and therefore an open door exists for this priority. Some work is already under way, for example, a recent learning festival and work across departments around lesson expectations. Staff are keen for more dialogue across the school to build a consistent understanding of what excellence looks like. Time for dialogue and engagement in recent national and international documentation would assist in building this shared understanding.

The focus for improvement in learning and teaching is currently at faculty level and generally led by Principal Teachers Curriculum (PTCs). Staff appreciate the autonomy this gives within departments to determine learning and teaching improvement areas and the bespoke approach laid out by Faculty thematic reviews. They were able to discuss those areas of focus within their own context and were ably supported by PTCs. Evaluation of learning and teaching is mostly at faculty level.

In most lessons, positive relationships are evident and staff are committed to supporting young people. Most pupils spoke positively about the relationships they have with staff. In particular, senior phase pupils highlighted how staff support pupils to achieve their potential and could exemplify how they were supported in class.

Most pupils are eager to learn. In the majority of lessons, however, they are passively engaged and learning is teacher-led. Challenge, pace and high expectations are variable across the school. There are some positive examples where lessons are appropriately challenging and enjoyable, and well matched to learner needs and interests. Basic lesson routines need to be more consistent in some areas: sharing purpose of learning, clear explanations and instructions, routines. There was evidence of pupils leading learning in a few subject areas.

Questioning and classroom dialogue is a significant area for development to stimulate engagement, pace and challenge. In the majority of lessons, teacher dialogue is dominant and questions are lower-order.

In a few lessons, questioning was used skilfully to promote curiosity, independence and confidence and to enable higher order thinking. This positive practice should be shared throughout the school. Feedback to learners, both informal and formal, is key to ensuring they know how to make progress.

There is a higher quality of learning and teaching in the Senior Phase than in S1 – S3. There is scope to increase the levels of challenge in the Broad General Education (BGE) in order to improve the learner experience.

The use of digital tools and platforms has been developed over the course of the pandemic throughout the school. Whilst there is definitely continued good practice in some areas of the school, there is some inconsistency in its use overall.

Staff should also consider how to ensure a range of assessment tools are used in order for pupils to demonstrate their learning. In many subject areas there is good practice and confidence in making assessment judgements in the Senior Phase. The school will continue to build on opportunities for staff to work together, both in the school and with networks.

D4 School's Identified Areas for Improvement – Learning, Teaching and Assessment

There is now a need for the vision statement and its meaning to be more consistently shared and discussed as the school begins to build further dialogue and reflection around the key strategic area of learning and teaching. The school vision should evolve thereby allowing ownership of school values to develop further and be embraced by the school community. This is especially needed for young people and a systematic framework for this is required, particularly around how pupil voice can impact positively in the classroom.

A more strategic focus on learning and teaching is required, underpinned by aspirational leadership, in order to drive further improvement. The school has started its journey of defining what excellent learning, teaching & assessment looks like. This should be clarified after a period of self-evaluation, research and dialogue.

The school should consider an expanded offer around professional learning, and how there is a clear line of sight between the school priority of improving pedagogy and the offer. Some good examples at faculty level already exist, including professional enquiry. There is a sense of teacher agency with staff enthusiastic about their own practice and wishing to share ideas, visit classes and engage in dialogue opportunities so this will be welcomed. This will allow staff to be equipped with specific learning & teaching strategies such as questioning, feedback, digital learning, and cooperative learning to support pupils in class effectively.

The school should develop ongoing self-evaluation activity to support continuous improvement. This requires to be led at whole school level, building on the some of the effective practice at faculty level. Consistent, high quality classroom practice needs to be a clearly defined outcome of self-evaluation.

The school should ensure that staff have a consistent and rich understanding of the principles of highly effective feedback. A consistent and strategic framework is required for learning conversations, with clear understanding by pupils, staff and parents of how this leads to improved understanding of progress.

The school should continue with its plans to address the skills and knowledge gaps that have been identified as a result of the pandemic.

D5 Evaluative Analysis of School's Current position – Raising Attainment and Achievement

There is a strong focus on securing both literacy and numeracy qualifications for all young people in the school. Those who face barriers to their learning and pupils in the support bases are given specific opportunities to gain literacy and numeracy qualifications.

Almost all young people are achieving third level or better in Literacy and Numeracy by the end of S3. Most young people achieved fourth level in Numeracy and the majority of young people have achieved fourth level in listening and talking, reading and writing. The additional periods for Literacy and Numeracy are being used to support this progress. For the Senior Phase, almost all young people have left school having achieved SCQF level 4 or better in literacy and numeracy. Most young people left school achieving SCQF level 5 or better in literacy. At SCQF level 5 or better, there are improvements in numeracy from Session 19-20, with most young people achieving at this level in the last two years.

In the Senior Phase, the school is showing an improving attainment picture in almost all measures. The school attributes this success to a rigorous tracking and monitoring process and a suite of interventions to support young people throughout the session.

There is a range of wider achievement opportunities within and out with the school and young people are appreciative of the opportunities that are now beginning to be offered post pandemic. The school should continue with its plans to track and monitor wider achievement.

The school has a strong commitment to ensuring equity for all pupils. Staff have a good knowledge of young people, their families and personal circumstances. There are several support areas within the school to meet the needs of the varying additional needs of the young people.

Senior Leaders place a very strong focus on raising the attainment of all pupils, especially for those who live in areas with the highest socio-economic disadvantage and although Quintile 1 numbers are relatively small which impacts on the data, the evidence would suggest that the attainment of these pupils is strong. This is due to close tracking of this cohort of pupils and appropriate curricular pathways.

D6 School's Identified Areas for Improvement – Raising Attainment and Achievement

There have been improvements in Literacy and Numeracy in recent years. There now needs to be a more strategic approach to the Literacy and Numeracy interventions to support attainment at levels 5 and 6, making use of all data from point of entry to exit.

The school is aware that there needs to be further improvements in the BGE tracking system to provide evidence that all young people are making progress from their prior levels of attainment over the course of the BGE. Work has already started on this and the school should continue to analyse progress and the impact of interventions on an ongoing basis.

Senior Leaders are continuously monitoring the number of young people being presented for qualifications and have a refreshed focus on improving the quality of pass now that pass rates are more in line with expectations in most subject areas.

D7 Performance Information

Attendance (Previous Session 2020/21)

Attendance	School – 90.79% West Lothian – 86.19%
Authorised Absence	School – 4.90% West Lothian – 8.39%
Unauthorised Absence	School – 4.22% West Lothian – 5.37%

Teacher Professional Judgement

Data was not collected in 2019/20 or 2020/21 by the Scottish Government due to the Covid-19 pandemic.

Pupils Achieving Expected National Curriculum for Excellence Levels – S3

2021/22	Roll	Reading	Writing	Listening & Talking	Numeracy
School	181	96.69%	96.13%	96.69%	97.79%
Authority	2241	97.05%	96.61%	97.55%	96.07%
National	#N/A	#N/A	#N/A	#N/A	#N/A

2018/19	Roll	Reading	Writing	Listening & Talking	Numeracy
School	164	96.95%	97.56%	98.17%	95.12%
Authority	2067	96.81%	96.13%	97.87%	94.63%
National	#N/A	90.50%	89.60%	91.46%	90.17%

2017/18	Roll	Reading	Writing	Listening & Talking	Numeracy
School	195	87.18%	82.56%	91.79%	93.33%
Authority	2028	93.18%	91.79%	93.82%	93.05%
National	#N/A	90.00%	89.04%	91.18%	89.04%

Senior Phase Breadth & Depth

SCQF 5+ Level 6 (By end of S5)					
	2017/18	2018/19	2019/20	2020/21	2021/22
School	37.68%	33.57%	39.69%	44.24%	47.56%
Virtual Comparator	21.09%	21.89%	27.01%	23.15%	23.05%
Authority	32.32%	41.15%	43.62%	47.70%	47.53%
National	20.21%	22.36%	24.17%	24.77%	24.15%

SCQF 3+ Level 6 (By end of S5)					
	2017/18	2018/19	2019/20	2020/21	2021/22
School	54.35%	53.15%	50.00%	56.97%	64.02%
Virtual Comparator	41.45%	44.97%	51.75%	47.03%	43.05%
Authority	52.42%	57.82%	59.89%	63.17%	66.51%
National	40.46%	42.72%	46.31%	47.88%	45.68%

SCQF 1+ Level 6 (By end of S5)					
	2017/18	2018/19	2019/20	2020/21	2021/22
School	68.12%	61.54%	70.62%	78.79%	93.29%
Virtual Comparator	64.28%	64.48%	69.23%	64.00%	60.67%
Authority	69.41%	70.78%	74.99%	77.78%	81.75%
National	60.49%	61.75%	64.31%	66.12%	63.83%

SCQF 1+ Level 7 (By end of S6)					
	2017/18	2018/19	2019/20	2020/21	2021/22
School	21.18%	27.54%	13.25%	22.16%	29.09%
Virtual Comparator	23.24%	22.39%	24.90%	30.93%	27.03%
Authority	21.61%	20.68%	24.53%	25.40%	24.29%
National	22.39%	21.64%	24.22%	27.47%	27.06%

School Leavers Destinations					
	2016/17	2017/18	2018/19	2019/20	2020/21
School	93.24%	94.44%	95.45%	85.07%	95.65%
Virtual Comparator	93.45%	95.14%	94.77%	92.69%	96.02%
Authority	92.74%	94.36%	94.81%	92.88%	95.27%
National	93.33%	94.40%	95.05%	93.36%	95.48%

Subject Performance – S5 SQA Highers

Subject	School Pass Rate 2021/22	National Pass Rate 2021/22	School Presentation Rate (% of S4)	National Presentation Rate (% of S4)
English	81.11%	81.66%	62.07%	56.88%
Mathematics	66.67%	76.66%	20.69%	28.19%

Strengths:

Subject	School Pass Rate 2021/22	National Pass Rate 2021/22	School Presentation Rate (% of S4)	National Presentation Rate (% of S4)
Art and Design	85.00%	83.94%	12.20%	7.99%
Drama	100%	83.50%	5.49%	3.09%
Spanish	94.74%	82.46%	11.59%	2.80%

Areas for Improvement:

Subject	School Pass Rate 2021/22	National Pass Rate 2021/22	School Presentation Rate (% of S4)	National Presentation Rate (% of S4)
History	73.33%	77.50%	9.15%	13.37%
Mathematics	66.67%	76.66%	18.29%	24.89%
Human Biology	63.64%	75.07%	13.41%	8.78%

Overall Evaluations

Quality Indicators	School	VSE
2.3 Learning, Teaching and Assessment	Good	Satisfactory
3.2 Raising Attainment and Achievement	Good	Good

E. CONCLUSION

Given the improving outcomes that the school is achieving, the recognition by the school of the strategic leadership actions required and the staff commitment to improving the quality of learning and teaching following the Covid19 pandemic, the local authority is satisfied that Broxburn Academy will continue its work on improving learning, teaching and assessment for all young people.

F. BACKGROUND REFERENCES

Team Members

Grant Abbot	HT Linlithgow Academy
Patricia Gallagher	HT The James Young High School
Jack McKay	DHT Armadale Academy
Frances Orrock	PTC English, Modern Languages, Drama and Media
Ed Hill	PTC Science
Ali Lewis	Education Officer
Avril McLean	Education Officer
Catrina Hatch	Secondary Quality Improvement

Appendices/Attachments: None

Contact Person: Peter Reid, Headteacher, Broxburn Academy
Tel: 01506 282300
Email: peter.reid@westlothian.org.uk

Contact Person: Siobhan McGarty, Head of Education (Secondary, Community Learning and Inclusion)
Tel: 01506 281680
Email: siobhan.mcgart@westlothian.gov.uk

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