Summarised inspection findings

Bathgate Academy

West Lothian Council

2 April 2019

School Name: **Bathgate Academy**
Council: **West Lothian Council**
SEED number: **5509432**
Roll (Sep 2017): **851**

Attendance was in line with the national average (91.2%) in 2016/17. Figures provided by the school show the attendance figure for 2017/18 is 89.5%.
The school exclusion figures for 2016/17 are above the national average.
In February 2018 16.8% of pupils were registered for free school meals which is in line with the national average.
In September 2017 12.5% of pupils live in 20% most deprived datazones in Scotland.
In September 2017 the school reported that 27% of pupils had additional support needs (ASN).

Key contextual information

Bathgate Academy is a non-denominational school in the town of Bathgate, within West Lothian Council. There are five associated primaries. The school has two depute headteachers who support the headteacher.

1.3 Leadership of change	good

This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners. The themes are:

■ developing a shared vision, values and aims relevant to the school and its community
■ strategic planning for continuous improvement
■ implementing improvement and change

■ Staff are committed to ensuring the school vision statement is reflected in the experiences for young people at Bathgate Academy. The statement confirms the aspiration that the school educates the whole person in a spirit of enquiry to judge wisely, act fairly and live well. This vision, and the linked values and aims, are increasingly influential in determining the improvement agenda for the school. The vision was agreed following widespread consultation with staff, parents and young people. The school is now looking at how to refresh the values to ensure their continued relevance across the school community.

■ The existing values are supportive of the school being ambitious and inclusive. They are referenced in many aspects of the life of the school and underpin the positive ethos in Bathgate Academy. Almost all staff confirm that the school's vision and values are central to their work. Staff feel that they know the context and demographics of the school and this helps them in their day to day work.

■ The headteacher has gained respect and trust across the school community. He shows effective leadership and a clear commitment to improving the experiences and outcomes for all young people. Through his openness and development of respectful relationships, across the school, the climate for improvement and change is very positive. He is very well-supported by senior leadership team colleagues and his extended leadership team.

■ Middle leaders value greatly the empowerment afforded to them in leading change and improvement. Distributed leadership is supported across the staff team and a wide range of leadership opportunities are available at all levels. Staff speak positively about the opportunities to lead and participate in a variety of school working groups. Such groups include a Learning and Teaching Committee, a Positive Achievement Group, a School Nurture Committee, an Inclusion Committee and a Developing Young Workforce (DYW) group. The work of these groups is closely linked to priorities within the school improvement plan. The development of leadership capacity across the school has been enhanced through ongoing well-focused professional learning for class-room, middle and senior leaders. A significant and growing number of staff have gained additional professional qualifications in leadership.

■ A majority of young people are engaged in and benefit from a range of leadership roles that influence improvements across the school. This has included their role in a recently created Pupil Parliament and their participation in and leadership of a range of committees. These consider, for example, aspects of community, equality and discrimination, culture, the classroom, Health and Wellbeing (HWB) and the use of digital technologies. Additionally, through analysis of a range of learner surveys, the pupil voice is now able to influence change. Other leadership roles for young people include becoming Sports Leaders, Digital Leaders, 'Who Cares?' Champions and mentors within a violence reduction programme. A whole school involvement with the Polar Academy charity, was initiated by learners themselves and is

supporting a specific group of learners in skills development. Young people have also led professional learning for staff regarding the use of digital technologies to support learners' experiences. The school should now seek to continue its approach to extending leadership opportunities more widely across all year groups.

- School improvement planning is focused on priorities linked to the National Improvement Framework and the needs of the school. These needs are identified through evaluation activities and consultation with stakeholders. Faculty reviews, planned learning visits and analysis of attainment data are used to establish areas for development within each subject. Internal self-evaluation activities as well as validated self-evaluation, led by West Lothian Council officers, also influence the choice of priorities. The views of staff are sought when determining the areas for improvement. Additionally, the school increasingly seeks the views of young people. For example, feedback from faculty-based learner focus meetings is collated and influences the priorities. Young people would welcome information about how their feedback and views have influenced change. Most parents that responded to pre-inspection questionnaires feel that the school takes their views into account when making changes. The use of innovative approaches, including use of digital technologies, would further extend this liaison. There is scope also to extend approaches to make sure that partners are more systematically involved in planning and evaluation.

- The agreed improvement plan has a large number of priorities. The school produces a helpful summary of the plan and has taken some steps to make the improvement agenda more manageable for teachers. Faculties are empowered to determine aspects for improvement relevant within each subject. This is a positive aspect of shared school improvement and ongoing monitoring of the whole school plan will ensure a coherent approach to improvement and change. There is merit in selecting a few well-focused priorities which can be implemented in a streamlined way across all areas of the school. This will ensure consistent approaches leading to high quality experiences and outcomes for all learners. Overall, there is a need for streamlining and rationalisation of the school improvement planning process.

- Priorities identified by the school show appropriate focus on learning, teaching and assessment and increasingly on wellbeing of young people. Such priorities are strongly supported through a well-tailored programme of professional-learning activities. This has included recent consideration of pedagogy and approaches to relationships with learners. Teachers express confidence regarding their capacity to implement improvement and change. Middle leaders for example, value and welcome the support and challenge offered by their link depute headteachers.

- The staff have a rationale for its use of Pupil Equity Funding (PEF). This is based on an analysis of the socio-economic context of the school and links closely to the schools vision, values and aims. The three strategic priorities are to improve attendance and punctuality, to improve levels of literacy and numeracy and to increase learners' engagement and resilience. Senior leaders are aware of the need to continue the development of self-evaluation processes to determine the impact of PEF funding.

- The school's Quality Improvement Framework is well designed to support a collaborative approach to implementing improvement and change. This is evidenced through for example the role of the extended leadership team which is now providing more of a forum for sharing effective practice. There is increasing encouragement of teacher agency. Teachers are encouraged to see themselves as classroom leaders. This, along with a strong promotion of the General Teaching Council for Scotland model for professional development and growing commitment to practitioner enquiry, is supporting the school as a learning community.

- The engagement of teachers in improvement activities is supported through resources and meetings to discuss steps to provoke appropriate change. This is beginning to have impact in securing improvements. For example, the confirmation of the Bathgate Academy Lesson is providing an emerging definition of effective classroom practice that can be used to support a shared understanding of high quality learning and teaching. Many of the current initiatives are yet to reach fruition and greater time is needed to confirm the impact of emerging changes and interventions. Senior leaders should ensure that change happens at an appropriate pace and leads to measurable improved outcomes for learners.

- School leaders are committed to embedding the national priorities of DYW and the Work Placement Standard. There is scope to include more specific delivery targets for DYW to improve progress and to measure impact. The school have identified the need to take a more strategic view of the variety of DYW activities undertaken across the school.

2.3 Learning, teaching and assessment	satisfactory
This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are: ■ learning and engagement ■ quality of teaching ■ effective use of assessment ■ planning, tracking and monitoring	

■ The majority of young people enjoy learning and the relationships between staff and young people are positive in most classes. Young people have opportunities to be listened to, for example through learner focus meetings and in the evaluation of teaching. The recently established Bathgate Pupil Parliament has the potential to further develop the voice of young people in leading school improvement.

■ In a minority of lessons the school's vision of 'learning through a spirit of enquiry' is evident. In these lessons young people are appropriately challenged and learn in meaningful contexts. In most lessons learning is teacher-led and young people progress between tasks at the same time. In many cases, this limits the pace of learning and reduces the engagement of young people. There is scope for learning activities to be better matched to the differing needs of learners and for young people to take responsibility and at times lead learning. Improving the pace of learning and the engagement of young people, particularly within the broad general education (BGE), is an important aspect of development across the school.

■ The majority of young people report that the school is helping them to become more confident. Independent learning skills are being developed by teaching young people about different mind-sets. In a few lessons, teachers use strategies that promote resilience in young people when they find learning challenging. In the BGE most young people would benefit from more regular formative feedback to make sure they know where they are in learning and their next steps. There is scope to convey higher expectations about the quality and presentation of written work.

■ In a few lessons digital technology is used creatively to engage young people in learning. These approaches should be developed more consistently across the school.

■ The Bathgate Academy Lesson, developed from the school's shared vision, provides a structure to support a common approach to learning. In almost all lessons the purpose of the learning is communicated to young people. Clear learning intentions with pupil designed success criteria would support greater understanding. In most lessons a variety of strategies are used to engage learners. There is now scope for teachers to focus on the approaches identified within the Bathgate Academy Lesson to appropriately challenge young people. If embedded consistently, the Bathgate Academy Lesson has the potential to improve the standard of learning across the school.

■ In a minority of lessons, learning is compromised by low level indiscipline, often resulting when activities are not appropriately challenging enough for young people. There is scope for staff to engage all young people more effectively through their choice of learning activity, by improving pace and providing appropriate challenge. Where learners are off task, teachers should use a

greater range of approaches to enable all young people to experience a learning environment that is calm and purposeful.

- In a few areas of the school young people experience high quality teaching, characterised by clear explanation and instruction. Across the school a minority of teachers use highly effective questioning to engage young people and to promote curiosity. These teachers also use well-timed interventions to support young people to progress in their learning. There is scope for senior staff to promote this effective practice more widely to ensure that young people receive consistently high quality teaching in all lessons.

- Almost all teachers feel that they are supported to engage in professional learning. Teachers are willing and enthusiastic about developing their practice to meet better the needs of young people at Bathgate Academy. Staff are beginning to develop opportunities to share effective practice and learn from one another. Staff receive regular feedback on their practice following learning visits by senior leaders and PTCs. There is now a need to ensure that these processes focus more directly on the learner and the learning. This will help teachers to have a better shared understanding of the consistency and quality of teaching across the school.

- In the BGE, teachers use a range of evidence to support judgments about the attainment of young people. Teachers use data from standardised assessments, along with professional judgement, to make holistic decisions about progress and achievement. In a few lessons peer and self-assessment is used to support young people in their learning. There is scope for this to become a more regular feature of the classroom experience.

- In the senior phase, there are regular learner conversations where pupils reflect on their strengths and next steps with their teachers. Most young people feel that teachers are helping them to understand how they are progressing in their learning. This information is shared regularly with parents. The new reporting framework is enabling staff to more clearly identify young people's strengths and next steps. A next step would be to review the quality of the feedback provided to parents and young people in reports.

- In association with other Local Authority Hub schools, a tracking and reporting system has been developed. This provides a framework for tracking the progress of young people both within the BGE and across the senior phase. The tracking system includes the facility to identify the progress of young people who face additional challenge. In the first year of implementation, staff are positive about the greater accessibility of progress data across all curricular areas. The information gathered enables staff to collectively monitor the progress of young people and to implement a range of intervention strategies. Plans are in place to develop the use of the tracking system to build up a more detailed profile of the learning and progress of young people over time. As data is gathered there is an opportunity for senior leaders to evaluate the effectiveness of intervention strategies which are used by the school to support young people.

- As tracking is further developed it could include data about the wider achievement of young people. Senior leaders should also reflect on the robustness of the information gathered and the extent to which the tracking is positively impacting on the attainment of learners.

- Moderation has taken place between teaching staff within faculties. Subject specialists have also worked with teachers in other local authority schools. Moderation in literacy and numeracy has also taken place in partnership with staff in cluster primary schools. This moderation activity is supporting teacher consistency and confidence in applying national assessment standards.

■ Overall, there are strengths within learning, teaching and assessment which can be built upon. In order to further develop the engagement of young people staff should focus on improving the pace and challenge of learning. Teachers should ensure that tasks are appropriately differentiated to meet the needs of all learners.

2.2 Curriculum: Learning pathways

■ The school's curriculum rationale is setting the context for young people's learning pathways as they move through the BGE and senior phase.

■ Learning in the BGE reflects the principles and entitlements of Curriculum for Excellence. Learning is planned primarily around third level experiences and outcomes with opportunities in S3 for learning which reflects fourth level for a few young people. Developing the skills of literacy and numeracy are viewed as the shared responsibility of all staff. A few areas of the curriculum are identified as carrying primary responsibilities. The promotion of HWB as a whole school responsibility is at an earlier stage of implementation.

■ Curricular links with the associated primary schools in numeracy is supporting learning continuity for young people as they transfer to the secondary stage. As part of the transition programme, P7 young people spend four days in Bathgate Academy. This serves to introduce them to the different curriculum areas which they will study. Data gathered as part of the transition process is providing information on attainment levels in literacy and numeracy. Teachers across all curriculum areas can access this data which provides valuable background information in assisting staff to plan appropriate learning. There is scope to ensure information on all areas of the curriculum is transferred from P7 in order to enable progression in learning.

■ In S1 and S2, learners follow a programme of learning which encompasses all curriculum areas and includes RME, PE, Personal and Social Education (PSE) and a school based programme, 'Inspire'. Within the BGE at S1 and S2, close collaboration between the humanities and science faculties is providing young people with an enquiry based approach to learning around shared learning contexts. This is bringing coherence to young people's learning by linking together the experiences and outcomes to create a shared framework for learning. Building on the success of the S1 Origins project, a similar approach entitled Exploration has been launched this session. Within the model there is flexibility to enable other curriculum areas to collaborate. To ensure coherence and better learning, it is essential that appropriate scheduling of topics in both religious education and science complement the learning activities.

■ In S3, young people follow a core curriculum of English and literacy, mathematics and numeracy, PE, home economics (HE), PSE and Inspire within the context of HWB, integrated science, a modern language and RME. In addition, learners personalise their learning with four electives from a menu of options which include one subject from each of the following areas: technologies, humanities and expressive arts. Staff should continue to review the success and impact of this structure to ensure maximum attainment for each learner.

■ Senior staff should evaluate, as planned, the impact of the PSE and Inspire programmes. There is a need to review the skills which young people are developing and the extent to which these are being applied meaningfully across their learning.

■ As senior leaders, staff and partners continue to develop learning pathways, there is a need to reflect on the pace, depth and challenge for some young learners in the final year of their BGE. Included within this is the extent to which experiences in S3 are preparing young people for more advanced study in the senior phase.

■ Timetabling S4 – S6 as a single cohort is widening pathways for young people as they move through the senior phase. Information gathered, through the pre-inspection questionnaire and focus groups, indicates that there is scope to engage young people more in reflecting on their

planned progression route through the senior phase to ensure breadth, challenge and relevance at each stage. In promoting the skills of literacy, senior staff should keep under review the appropriateness of young people's decision to discontinue the study of English after S4.

■ Within their wider curriculum, young people have access to a range of opportunities for personal development and achievement, some of which are accredited. Staff should continue to be proactive in encouraging participation as an important contribution to promoting the wellbeing and development of young people. In widening experiences, young people benefit from a wide range of out-of-class activities linked to their learning. Educational excursions and school trips are adding value to young people's learning.

■ Learning pathways are being developed to increase the range of options available to learners. Arrangements are in place, through collaboration with other secondary schools, for young people to travel to another venue to access a course of study. In offering breadth to young people's learning in the senior phase, the school liaises closely with a range of partners to provide vocational learning and work experience opportunities. Learners are benefitting from increasing access to vocationally orientated learning although uptake by learners is low. Areas include science and engineering, sport and recreation, early education and childcare as well as courses related to technology e.g. cyber security. In partnership with West Lothian College, the school offers vocational learning opportunities including Foundation Apprenticeships. In publicising course options, senior leaders should be alert to the impact of the cost of particular courses in the senior phase and the extent to which finance is influencing learning pathways. Senior leaders should also monitor the uptake of courses to address any issues of stereotyping and ensure gender equality. This area has been identified by senior leaders as an aspect for development.

■ In developing young people's awareness of the world of work, subject teachers are being encouraged to make connections between what is being studied within a course and its application to a real life context. As the school looks to embed this good practice, there is scope to place a sharper focus on the career's management skills, their relevance to the world of work and how they can be applied to different learning contexts.

■ Planned opportunities for accredited wider achievement are available across all stages. Through work with a number of partner organisations, including businesses, the school offers a broad range of courses and activities to develop employability and leadership skills. The school has established an Accredited Achievement Pathway plan which includes Dynamic Youth Awards (S1); Personal Development (S2); and Food Hygiene in S3. A range of employability and leadership development courses are offered in S4, S5 and S6. There is scope for the school, with partners, to undertake more analysis of the impact and outcomes of wider achievement opportunities offered. This will provide a better overview of patterns of participation and enable partners to identify cohorts of young people at risk of missing out through either not taking part or only in a few wider achievement opportunities. The impact of partnership work on skills development is well understood within individual projects and courses offered. More could be done to capitalise on skills development through ensuring a greater awareness of the nature of transferrable skills and encouraging the application of skills such as leadership in other learning contexts.

2.7 Partnerships: Impact on learners – parental engagement

■ See choice QI.

2.1 Safeguarding

■ The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, young people. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.

3.1 Ensuring wellbeing, equality and inclusion	good
This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements. The themes are: ■ wellbeing ■ fulfilment of statutory duties ■ inclusion and equality	

■ Relationships amongst young people are mainly positive. In the pre-inspection questionnaire, most young people indicate that they feel safe in school and that there is someone they can speak to if they have concerns. They benefit from the respect, support and encouragement they receive from staff across the school. This supportive and nurturing environment is helping most young people to feel valued and included in the life of Bathgate Academy.

■ The majority of young people feel that they are treated fairly and with respect by their peers. Young people's understanding of their roles, rights and responsibilities are being enhanced through the school's vision and values statement. In addition, through the school's recently formed 'behaviour' committee, staff are working on reviewing restorative approaches and updating existing policies on promoting positive behaviour. Recent assemblies have also focussed on the importance of respectful relationships in building a school community. As a next step, senior leaders should, as planned, continue to work with all stakeholders to continue to ensure a consistent approach to promoting positive relationships across the school.

■ Staff are developing a good understanding of the wellbeing indicators and they raise wellbeing concerns with the pastoral team as appropriate. All staff benefit from professional learning in areas such as wellbeing, adverse childhood experiences, trauma and neglect. As a result this is helping to enhance their understanding of the barriers to learning faced by some young people.

■ In pupil focus groups, young people demonstrated a good awareness of the wellbeing indicators. They talked confidently about how their learning, in PSE for example, was helping them to develop their understanding of their own wellbeing. This includes discussions on topics which will impact positively and negatively on their own health. In the pre-inspection questionnaire, most young people feel that there are lots of opportunities at school to get regular exercise and this extends to activities beyond the classroom and timetabled day. For example, the School of Sport initiative is leading to an increased number of young people representing the school in competitive fixtures. Staff have begun to consider how to help young people assess and track their own progress in HWB to improve outcomes and identify personal areas for development. The school's online self-assessment tool has the potential to allow staff to track both young people's wellbeing and participation in activities. This will allow senior leaders to monitor young people's involvement in out of class activities and also target young people who are not currently engaging in such activities.

■ Almost all young people in Bathgate Academy are provided with a variety of opportunities to discuss matters that affect them and are able to influence decision making in the school. Through the Pupil Parliament, young people are beginning to see how they can affect change. Through faculty focus groups, whole school learner surveys, and the school's approach to

including pupil voice during learning visits, young people are able to comment on teaching and learning in the school. Overall, such opportunities are helping young people to express their views which is helping them to feel involved and included in the life of the school.

- Recognising the importance of mental wellbeing, staff and young people in the school have recently begun working together to increase awareness. In addition to highlighting this through a revised PSE programme there is also now a counsellor in the school. Young people can self-refer to a confidential listening service which is provided in partnership with volunteers from Boghall church. All of the above is beginning to lead to an increased understanding in young people of the effects of poor mental health and early indicators of concern. However not all young people are currently aware of these developments. There is a need to ensure that all young people are aware of the supports available to them.

- The PSE programme offers young people the opportunity to explore a range of contemporary issues. The programme takes account of young people's evaluations of lessons and is adapted accordingly. In the senior school, a wide range of partners support the delivery of PSE, particularly in S6. Partners feel welcome in the school and speak highly of the relationships they have developed with staff and young people. Such partnership working is helping to enhance the delivery of PSE which is resulting in young people having a greater understanding of current issues and how they affect them. Heads of house, along with young people should evaluate this programme to ensure relevance and progression for all young people.

- The school provides a well-positioned base for Skills Development Scotland (SDS) staff to offer career guidance to all young people through drop-in sessions. The area also allows for confidential one-to-one discussions as required. Career coaches from SDS are well-known to young people and are involved in activities and events which allow them to promote their services to good effect. The school have also identified four My World of Work Ambassadors who play an active role in raising awareness of careers.

- Overall attendance at school by young people declined in 2017-18. The school reports that this is in part due to changes in recording. As a result of the reduction in attendance staff recognise the need to increase the engagement of a few young people with school. They should continue as planned to develop further approaches to engage those young people in their learning.

- Senior leaders should review the procedures surrounding the exclusion of young people from school to ensure that they accurately reflect latest national guidance.

- Recently and commendably the school has developed a 'Who cares?' Champions board in school. While creating a bond between young people in school who have experienced care this board also works proactively to raise the profile of this group of young people. By sharing experiences through assemblies this is also developing confidence and resilience in the young people who take part. As a result part of this work the school hosts regular 'carer's coffee mornings' and almost all staff recognise their role as corporate parents.

- There are appropriate systems and procedures in place to identify young people's needs. These are well documented in the Support Hub handbook which is available for all staff. In addition detailed information regarding identified needs and support strategies is available for all class teachers to access. For the majority of young people this leads to effective interventions and strategies to support them to make progress. It would be helpful for some young people if these strategies were more specific.

- Robust and positive partnerships with other agencies help to improve wellbeing outcomes for identified young people. There is scope to use the systems and procedures more effectively, including better use of data, to ensure that the needs of all young people are met. Senior leaders should continue with their plans to develop procedures for tracking the progress of young people individually and in groups. This will ensure that the progress of young people is monitored more effectively and that all young people have opportunities to be fully involved in the life of the school. A Coordinated Support Plan should be considered for all young people as appropriate.

- There is an increasing number of young people in the school with English as an additional language, some of whom are at the early stages of learning English. For those who wish, they are supported at West Lothian College to develop their language skills. In some subject areas staff are developing bespoke arrangements for supporting language development. There is scope to further develop approaches to supporting this group of learners across all areas of the school.

- All staff are made aware of the socio-economic circumstances of young people in Bathgate Academy. Staff attend an appropriate range of professional learning opportunities which help them better understand and support young people.

- A well planned and extensive range of support is offered to young people as they move from primary to secondary school. This includes a range of opportunities for young people and their families to visit the secondary school, spending time familiarising themselves with the building, which includes a joint ceilidh and events supported by Active Schools. As a result young people feel that they are well supported during this time and almost all settle quickly into the secondary school. Young people from the secondary school who support the transition events , for example the ceilidh, achieve a Saltire award for volunteering.

- The school is meeting the main duties under School (Health Promotion and Nutrition) (Scotland) Act 2007, to promote the school meal service, to protect the identity of those entitled to free school meals and to provide access to free drinking water throughout the day. The statutory nutritional regulations for food and drinks in schools are not being met.

- Senior leaders should undertake a review of the delivery of RME and Religious Observance to ensure compliance with statutory requirements.

- Young people have expressed some concerns about the lack of basic facilities in the toilets. Senior leaders should look to work with young people to address their concerns as a matter of priority.

- As part of the Pupil Parliament and as a result of requests from young people, an Equality and Discrimination Committee has been established. This group of interested and active young people discuss and plan for events such as raising awareness of recognising differences in young people. This is in the early stages of development. The group is planning to raise awareness of the impact of living with a disability and to influence the content of the PSE programme. In addition the school has recently been awarded the LGBT Young Scotland Bronze Charter award which recognises the ongoing commitment to make lesbian, gay, bisexual and transgender people feel safe, supported and included in the life of the school.

- The majority of young people who responded to pre-inspection questionnaires feel that the school deals well with bullying. Senior leaders, along with a range of stakeholders, have recently reviewed and revised the anti-bullying guidelines in school to include a variety of

discreet ways in which young people can report their concerns. This policy now takes account of all protected characteristics. Staff should now continue with their work to ensure that it fully reflects all aspects of the latest national guidance. They should also ensure that it is communicated in an appropriate manner to all stakeholders and continue to evaluate the impact of it for young people. Furthermore it would be helpful if this was seen as part of the bigger picture in terms of building more positive relationships across the whole school and developing an understanding of fairness for young people.

■ Current developments such as restorative and nurturing approaches, improving the resilience of young people and peer-based supports such as Mentors in Violence Prevention are leading to a changing culture. By bringing them together, along with other inclusive approaches, into a cohesive strategy for inclusion young people will benefit from more coordinated, consistent and equitable approach to supporting them in Bathgate Academy.

■ There is potential to develop an understanding of Science, Technology, Engineering and Mathematics (STEM) subjects and to positively promote equality through these areas.

3.2 Raising attainment and achievement	satisfactory

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

Attainment in literacy and numeracy in the BGE

- Attainment information provided by the school is based on teacher professional judgement, supported through assessment data including Scottish National Standardised Assessments (SNSA) and peer moderation.

- In session 2017 – 2018, by the end of S3, almost all young people achieved third level in listening and talking, and reading. Most young people achieved third level in writing and in numeracy. The majority of learners achieved fourth level in listening and talking, and in reading.

- Young people's progress in literacy is being supported through an accelerated reading programme for all learners in S1 and S2 and a targeted paired reading initiative for some identified learners.

Attainment in literacy and numeracy in the BGE over time

- By the end of S3, in two out of the last three years most learners achieved third level in listening and talking and reading, with almost all achieving appropriate levels in 2018. In the last three years, data provided by the school demonstrates that most learners achieved third level in writing. Overall most young people achieved third level in numeracy, with a slight dip in 2017. Overall there is an increase in the percentage of learners achieving fourth level in both literacy and numeracy. Staff across the school are confident in their BGE data.

- Arrangements to track the progress of young people across the BGE are being developed. Senior staff have collated progress data for the last two years and the current session. This is assisting staff in maintaining a clearer overview of progress. It is also beginning to facilitate discussions around planning learning pathways to enable appropriate challenge and support for all learners. As the system develops, it will enable staff to review the progress of identified groups and evaluate the impact of planned interventions. Most young people are making progress from their prior learning as they move through the BGE.

- Within the BGE, staff are developing their use of the National Benchmarks in tracking the progress of young people in other curriculum areas.

Attainment in literacy and numeracy in the senior phase
All leavers – literacy

- There has been an overall improvement over the five years to 2017 in the percentage of young people attaining in literacy at SCQF level 3, 4, 5 or better and level 6. These figures are in line with the virtual comparator (VC) and occasionally significantly lower or much lower. Senior staff

are aware of the need to increase attainment at SCQF level 5 and have begun to work closely with individual targeted young people. There is now a more comprehensive tracking system to identify those who may require support and ensure all young people are on track to achieve.

All leavers – numeracy
- There has been an overall improvement in the percentage of young people attaining over the five years in numeracy at SCQF level 3, 4 and 5 or better. The figures are in line with the VC and occasionally significantly lower or much lower. Numbers of young people who achieve a course award in mathematics at SCQF level 5 and above have consistently decreased over five years, although are in line with the VC. Senior school staff, as well as local authority staff, have been working with teachers and also supporting young people to ensure better attainment in this area. The headteacher expects to see an improvement in the percentage of young people attaining National 5 maths over the next few years.

S5 leavers – literacy
- In 2016/17 almost all young people leaving school in S5 do so with a literacy qualification. The percentage of young people achieving SCQF Levels 3 and 4 or better in literacy has been increasing over five years, and in the last two to three years, is in line with the VC. The percentage of young people leaving school with literacy as part of an SCQF level 4 or better course award has improved steadily over five years.

S5 leavers – numeracy
- The percentage of young people achieving SCQF Level 3, 4 and 5 or better increased in 14/15 and 16/17. This is in line with the VC. The percentage of young people achieving SCQF Level 5 or above course award in mathematics declined over three years from 14/15 to 16/17 although remains in line with the VC. School staff have detailed analysis of the attainment of individual young people who have underachieved due to struggling with their attendance at school.

Attainment over time in the senior phase
All leavers
- The average total tariff points for all school leavers has been significantly lower than the VC in four out of the last five years. Average tariff scores for the lowest attaining 20% of young people showed a strong increase in 16/17 although remains in line with the VC. The middle attaining 60% of young people increased similarly in 16/17, remaining in line with the VC. For the highest attaining 20% of young people there was also an increase in 16/17 following a year where the attainment was significantly lower than the VC. The school has widened pathways for young people and has introduced additional courses in order to support the lower attaining 20%. There are employability awards as well as bespoke packages of learning for some young people and these are supporting increased attainment.

How well is the school improving young people's attainment as they move through the senior phase?

■ In S4, the average complementary tariff score for all pupils is in line with the VC for three out of five years. The lowest, middle and highest attaining young people scored in line with the VC over the last four years. The middle 60% however are consistently below the national figure in four of the past five years. Senior staff are beginning to look closely at presentations for National 5 qualifications. Staff should consider the links between the curriculum on offer in S3 and how this offers appropriate challenge in preparation for the senior phase. Staff have recently also become more confident in presenting National 5 qualifications and expect that attainment in level 5 and above will improve.

■ For those young people that stay in school until S5 the scores are in line with the VC in four out of five years. In 14/15, scores were significantly lower than the VC. The lowest attaining 20% of young people have achieved significantly lower than the VC in three out of the last five years. Senior staff are aware that further work with specific groups of learners should improve attainment for the lowest attaining 20%. There is scope to review the curriculum pathways for this group in order to ensure that all young people's needs are appropriately met.

■ By S6 the average complementary tariff scores improved in the last two years for all learners, having been significantly lower for the lowest, middle and highest attaining in 15/16. The increased scores remain in line with the VC.

Breadth and depth measures
■ In S4 at SCQF level 3 and above and level 4 and above there has been an increase in the percentage of young people achieving one up to six or more qualifications, in the last four years. In the latest two years, the percentage of young people who achieved two to five or more qualifications at level 3 or better was significantly higher than the VC. At SCQF level 5C or above, young people achieved in line with other young people across Scotland for five or more qualifications. There was a fall in the percentage of young people attaining at level 5A or better in up to three or more qualifications in the last year. Senior staff are aware that supporting young people in this area should become a stronger focus. A closer look at the pace, challenge and rigour in the preparation of young people for the senior phase will be an important next step.

■ By S5, in the last three years, the percentage of young people achieving SCQF level 5C or better was in line with the VC for up to seven or more courses. This was an improvement on the previous two years in which performance was often below the VC. The percentage of young people achieving level 6C or better by S5 has been in line with the VC in the last two years for up to five or more qualifications. The percentage of young people achieving level 6A or better is in line with the VC for in the most recent year, with the exception of three or more courses.

■ By S6, at SCQF level 4 or better, attainment is staying much the same at 5C and better and is variable at 6C or better. There have been improvements in the percentage of young people attaining five or more courses, over the last two years, with a few exceptions. These are mostly in line with the VC. The percentage of young people who achieved SCQF level 6A or better increased in the last year to being in line with the VC. The previous two years this figure has often been significantly much lower than the VC. Staff have implemented a detailed tracking system in the senior phase which is beginning to enable interventions to be targeted earlier.

■ By S5 the majority of pupils achieved one or more Highers, less than half achieved two or more and a few achieved five or more Highers. All of these figures are in line with the VC. By S6 the

percentage of pupils achieving from one or more up to six or more Highers has improved in the latest year to being in line with the VC. The percentage of young people achieving an A pass at level 6 or better in S6 has improved in the latest year and is now in line with the VC. In 2015/16, this figure was significantly much lower than the VC.

■ Numbers of young people being presented for SCQF level 7 has been subject to ongoing review. The local consortia arrangements are supporting this level of study and senior leaders should maintain an overview of this area to ensure positive outcomes for all young people.

Overall quality of learners' achievement

■ Young people have access to a broad range of opportunities to participate in courses, initiatives and events to develop their skill and confidence and improve their employability. A number of these are enabling young people to gain accreditation and certification.

■ Young people in the senior phase welcome the opportunities for wider achievements. They understand well how participation in broader leadership work and award schemes has extended their learning and skills development and has helped with aspirations for post school careers. They can articulate skills and attributes well. Young people are appreciative of their highly positive relationships with staff and the help they receive to remain motivated and undertake new challenges. Those engaged with employers and community organisations appreciate the school's efforts to provide these opportunities with partners.

■ The school would benefit from improving its ability to analyse trends in participation, achievement and accreditation over time. Information on achievement could be compiled more systematically to enable a stronger and clearer overview. This would assist with informing planning for improvement. There is scope to engage partners in this process to capture young people's achievements out of school.

Destinations

■ Over the last five years almost all young people have moved into a positive destination on leaving school. In the latest year, greater proportions moved into Higher Education and fewer into employment. Staff in school have a good understanding of leavers at different stages and have made considerable efforts to support their ongoing journey into a destination.

■ The numbers of young people who leave school in S4 are higher than the national average at 17%. A few of these young people do not move into a positive destination. Staff work closely with each of these young people. There is scope to review the curriculum offer to groups of young people in S4 in order to ensure there is a clear progression route into the senior phase.

Equity for all learners
Attainment versus deprivation

■ The school Scottish Index of Multiple Deprivation (SIMD) profile is broadly mixed across deciles 1 to 10, with the highest percentage of 23% in decile 3. There are no young people in decile 10.

■ Using both the complementary and the total tariff scores, the school has improved attainment for young people in deciles 1, 2 and 4 in 16/17, to in line with the VC. Decile 3 with the larger numbers of young people, has been in line with the VC for five years. By S6 those young people living in deciles 1, 5, 7, 8 and 9 have achieved significantly higher than the VC in the latest year in terms of their complementary tariff scores. However, young people in deciles 2 and 6 achieved significantly lower than the VC.

■ The staff are aware of young people who may face barriers to learning and achievement due to social circumstances. Teachers have access to data about young people and this helps them to target appropriate interventions. The headteacher is aware that there should be a review of the cost of the school day to make sure all areas of the curriculum are available to every young person. Senior staff are beginning to understand the school poverty related attainment gap. They should now be more rigorous in implementing strategies under the PEF. This should include making sure that strategies are tracked and that there is a clear impact from all PEF spending.

- The school is working hard to involve parents as key stakeholders in its processes and planning for improvement. Senior leaders and the wider staff are keen to support greater parental engagement. The school has hosted a number of events including transition meetings and information evenings for parents and carers. The school has also developed a 'roadshow' model, going out to local community venues to improve parental involvement and engagement with the school in more informal surroundings. The headteacher offers a 'Drop in' session once a week after school hours. This offers parents and those from the wider community an opportunity to engage directly with the headteacher and is proving to be a successful initiative which the headteacher is keen to develop further. Staff are looking for creative and innovative ways to fully involve a wider group of parents in their child's learning and in decisions that impact on them.

- In focus groups parents spoke positively about the effective transition arrangements for young people moving to Bathgate Academy from the five associated primary schools. Time spent in the school for familiarisation and building relationships with a range of staff prior to starting in S1 at Bathgate Academy is valued and appreciated by both parents and young people.

- The Parent Council is making efforts to reach out to the larger parent forum. Details of their work is included on the schools website. The Parent Council also links with young people to support and promote their work, including a recent competition to design a Parent Council logo, and the inclusion of the school captains at council meetings. The Parent Council is consulted on the school improvement plan and actively promote and support one identified area within it. This year, members have a focus on HWB and share information and links online to support parents and young people.

- Parents in focus groups recognise and appreciate the work of staff in supporting young people, particularly those with ASN. The school directly involves parents and a range of external agencies in planning for these young people. An area on the school website enables parents to access key members of staff and this is supporting increased parental engagement. Parental views are frequently sought and acted upon. In a recent parental survey, for example, the majority of those who responded said they believed the school was effective in supporting their child's emotional wellbeing. Staff are employing a number of strategies, including a school-based counsellor to improve this area of provision. The staff have plans to continue to monitor the impact of initiatives and interventions in this area to improve mental and emotional wellbeing.

- A newly developed reporting format is supporting the partnership between parents and the school. This reporting format is enabling parents to be better informed of their child's progress. Parents who responded to the pre-inspection questionnaires indicated that they would

appreciate more input from the school in supporting learning at home and to participate in activities where young people and parents can learn together.

■ School staff have positive and purposeful relationships with a broad range of partner organisations. Partner organisations are highly positive about the school's welcoming ethos and the willingness of staff to engage in joint work. The school has a clear and structured approach to working in partnership to develop the DYW agenda through the framework provided by the West Lothian Hub model. Almost all young people progress to a positive post school destination. Staff work effectively with partners to identify those young people requiring support to further develop employment skills. A Business Partnerships Coordinator role has been established to increase business links and extend work experience opportunities.

■ Similarly, partnerships to ensure wellbeing, equality and inclusion are well established and structured with appropriate formal links between school staff and Children's Services in West Lothian. In addition to the two core structured partnerships, the school has sought to engage a wide range of partners to extend young people's experiences and learning opportunities. A number of partnership activities and learning events are led within school departments and faculties. These include, for example strong partnership working on projects with local and national retailers and other high profile institutions. A successful business partnership in the food and drink sector is led by the HE department. The 'Make it with Meat' project successfully engages young people in food product development and fundraising. Young people taking part gain experience of the world of work and develop leadership skills.

■ The school has a well-established partnership with Boghall Community Wing, a local voluntary organisation through which young people take part in volunteering opportunities and gain skills in working with others. Regular events such as careers fairs, 'speed date a scientist' and employer engagement are held and promoted to help improve young people's knowledge of the world of work. Recently, the school has established a partnership with Polar Academy. As a result of a selection process ten young people will soon travel to Greenland to take part in an expedition as part of the Polar Academy. Those selected have engaged in fitness training with their families.

■ A more strategic and systematic approach to joint self-evaluation with partner organisations would enable the school to analyse better the full impact of the broad range of achievement opportunities available to young people. This could enable the school to form a clearer overview of partnership activities, develop those interventions which best deliver intended outcomes and identify trends in levels of participation and achievement. Too little is known within the school about activities within the local community delivered by external organisations which result in young people gaining skills and accredited awards. The school and partners need to improve their capacity to jointly identify cohorts of young people at risk of missing out through taking part in few or no wider achievement opportunities.

Practice worth sharing more widely

- An enquiry based approach to interdisciplinary learning. This is a joint approach by science and social subjects and RME.

- Approach to teaching RME - mainly through ethics in the senior phase.

Bathgate Academy (5509432)
West Lothian Council

Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.