

BO'NESS ACADEMY
“BUILDING AMBITION”



STANDARDS AND QUALITY REPORT
2008-2009



A WORD FROM THE HEADTEACHER

I am delighted to present this report on Standards and Quality in Bo'ness Academy for session 2008-2009.

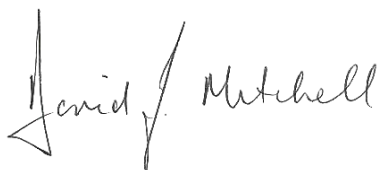
This report will provide information on the progress made last session in relation to the school's own priorities as set out in the 2008-2009 School Improvement Plan.

The report will also report progress to the local authority and will show the achievements and celebrate the success of our young people.

Finally the report will highlight our priorities for the coming year.

At the end of this report is a short feedback form. I would encourage you to take a few minutes to complete this form and return it to me.

Thank you for your continued support to the young people of our community and to Bo'ness Academy.

A handwritten signature in black ink that reads "David J. Mitchell". The signature is written in a cursive style with a large, stylized initial 'D'.

David J Mitchell
Headteacher

STANDARDS AND QUALITY REPORT

2008-2009

This Standards and Quality Report aims to

- provide a brief report to parents / carers on the progress made last session in relation to the school's own priorities as set out in the 2008-2009 School Improvement Plan,
- report progress to the local authority,
- share achievements and celebrate the success of our young people.



School Aims

These are newly written aims which have been designed to reflect the flagship policy of Scottish Education – ‘A Curriculum for Excellence’ which sets out clearly the four capacities we seek to foster in our young people.

Creating Opportunities, Building Success for All.

- 1.1 Our aspiration is to create the climate and the opportunities for all children to develop their capacities as successful learners, confident individuals, responsible citizens and effective contributors to society.

Successful Learners

- 2.1 Challenge and motivate all pupils to achieve their potential.
- 2.2 Deliver education which is accessible to all pupils.
- 2.3 Develop the skills and attitudes to support lifelong learning.

Effective Contributors

- 3.1 Provide pupils with the confidence, knowledge and understanding, and attributes to make valuable contributions to the school, family, community and society as a whole.
- 3.2 Provide opportunities for all pupils to make positive contributions in a range of situations.
- 3.3 Value the learning and achievements of all young people and celebrate their success.

Confident Individuals

- 4.1 Encourage pupils to approach their learning confidently.
- 4.2 Develop self respect in all.
- 4.3 Provide opportunities for pupils to gain confidence through success.

Responsible Citizens

- 5.1 Develop tolerance and understanding of diverse cultures and beliefs.
- 5.2 Emphasise the concept of rights and responsibilities of individuals and groups.
- 5.3 Equip our young people with a strong foundation of knowledge and understanding to permit considered judgement and ethical action.

In addition to these aims for our pupils we, as a school, also aim to

- 6.1 develop the skills and talents of all staff who contribute to our learning community,
- 6.2 Work in partnership with pupils, parents and all agencies who support young people,
- 6.3 promote the health and well-being of all staff and pupils in the school community.

Local Context

As part of Falkirk Council Education Services, we share its aims, as outlined in the flagship policy of 'Learning to Achieve'.

- Inclusive Education
- Schools should meet the needs of pupils
- Opportunity for Progression
- Development of Integrated Learning
- Community
- Education for Citizenship
- Early Intervention
- Assessment is for Learning



The school also works within the Secondary School Improvement Partnership with the other secondary schools within Falkirk Council. The SSIP priorities include the following areas.

- Quality of Teaching – Leading Teachers.
- Engaging Pupils.
- Improving Behaviour.
- Curriculum Flexibility.
- Literacy Strategy.
- Tracking Pupil Progress.
- Positive Ethos and Culture in Schools.
- Improved Attendance.

Achievement and Attainment

Our detailed statistics on attainment are included at the back of this report.

Key points to note, however, are

- Improvement in 5-14 writing
- Attainment of General and Credit Awards in S4 continued to show an improvement, our best in the past 6 years.
- Intermediate 1 and 2 results also improved in S4 and S5.
- In S5 our results for pupils gaining one or more Highers, and 3 or more Highers improved from 2008.
- In S6 we also increased the percentage of candidates achieving 3+ awards at Higher Grade.



S4 Achievers

Katy Craig	5 Credit Standard Grades and 3 Int 2 AAA
Jennifer Foley	5 Credit Standard Grades and 3 Int 2 AAB
Scott Gibson	5 Credit Standard Grades and 3 Int 2 AAC
Robert Grant	6 Credit Standard Grades and 2 Int 2 AA
Ryan Hadden	6 Credit Standard Grades and 2 Int 2 AB
Alexander MacLeod	5 Credit Standard Grades and 3 Int 2 ABC
Cormac Murray	6 Credit Standard Grades and 2 Int 2 AA
Michael Preston	6 Credit Standard Grades and 2 Int 2 AA
Kevin Reid	5 Credit Standard Grades and 3 Int 2 AAA
Hannah Rose	6 Credit Standard Grades and 2 Int 2 AB
Lauren Snedden	6 Credit Standard Grades and 2 Int 2 AA

S5 Achievers

Claire Stewart	5 As at Higher
Alison Thackeray	5 As at Higher
Graeme Dickson	4 As, 1 B at Higher
Russell Murdoch	4 As, 1 B at Higher
Natalie Smellie	4 As at Higher
Mairi Hilton	3 As, 1 B at Higher
Ashleigh Meikle	2 As, 3 Bs at Higher
Natasha Meikle	2 As, 3 Bs at Higher

What about other Achievements?

Although not recorded statistically, our pupils had considerable success in the courses run by Forth Valley College in areas such as Early Education and Childcare, Salon Services, Construction, Hairdressing, Engineering Skills, Vehicle Maintenance and Repair, Care, Mechatronics, Media, Psychology and Cosmetology.



Pupils have achieved a range of nationally recognised awards such as ASDAN, XL Princes Trust Award, Heartstart Emergency Life Support Programme, Youth Achievement Award and Sports Leadership.



Our pupils have also achieved a great many cultural, musical, sporting and other achievements at local and national level which we reported to you in the Headteacher's Newsletter.

Our School Improvement Priorities and how we have Achieved Them

• Curriculum

Our main focus has been to embed the option choice into S1, and to extend the flexibility to meet pupil needs particularly in S4-S6.

Pupils in S1 and S2 can now choose from a range of options which include Health & Wellbeing, Street Wear, Pilates, International Project, Assembly Workshops, Sound Engineering, Healthy Eating and Chinese Language and Culture.

Our staff are continuing to work with a range of partners in the community to provide sustainable options for pupils who may otherwise disengage from formal education.

In addition we have continued our preparations in advance of the implementation of a Curriculum for Excellence.

- **Behaviour Management**

In the past session we have fully introduced “restorative approaches” to the resolution of difficulties between pupils and staff and between pupil and pupil.

This approach has contributed to a further reduction in exclusions for the 6th consecutive year, and also a reduction in referrals.

Discipline for Learning, our Behaviour Management Policy, has been re-launched to staff and pupils and is contributing to the very positive ethos which exists in the school.

- **Effective Learning & Teaching**

- Assessment is for Learning – the strategies of sharing lesson aims, questioning, peer assessment and feedback are designed to improve pupil learning.
- Professional Dialogue – discussion of learning and teaching and the sharing of good practice has been led by our two “Leading Teachers”. They have focused on the use of ICT, on Thinking Skills, Study Skills and Independent Learning.

- **Monitoring, Tracking and Target Setting**



Considerable work has been undertaken by staff to ensure that we have accurate data to inform our target setting process with pupils. Pupils are now clear about their targets.

Members of Senior Management and our Principal Teachers are involved in a structured process of monitoring and evaluation of learning and teaching, and behaviour/ethos.

Destinations

Our recent figures for the destinations of our young people are as follows:



<i>Higher Education</i>	32%
<i>Further Education</i>	17%
<i>Training</i>	13%
<i>Employment/Voluntary Work</i>	28%
<i>Unemployed/Not Known</i>	10%



These figures show an improving trend of pupils going into Higher and Further Education, and training with a reduction of those who are unemployed or whose destination is not known.

School Achievements

- We have received national recognition for our Fruity Fiesta Salad project with Caledonian Produce, both as an example of an excellent business partnership and also as an innovative approach to Curriculum for Excellence. This resulted in inclusion in the HMIe publication Working Out – a report on work related learning; and also featured as a case study in a DVD produced by Learning and Teaching Scotland.
- SMART school status – we were invited to be one of only 4 schools in Great Britain to showcase ICT.
- Winners of Central FM – litter jingle competition.
- Participants in BBC News Report for Schools.
- Robotics.
- Raised about £5000 for various charities.
- Gold Award for Enterprise on Education achieved for the 2nd year.
- Kinneil Project



International Education – China



During the course of the session we were able to significantly increase our activities as a result of having a Chinese Language Assistant, Luo Qingli with us.

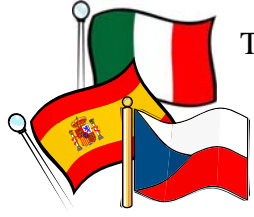
She contributed to the teaching of Chinese language and culture in Modern Languages, Art, Home Economics, Social Subjects, English and Healthy Living.

The school presented a number of pupils who gained an Access 3 qualification in Mandarin.

A Group of staff and pupils travelled to Xiamen as part of our annual visit to our partner school Shuangshi Middle School. Because of swine flu restrictions this trip proved to be slightly more challenging than usual!



International Education – Comenius



This is a European friendship project supported by British Council. Staff from the Academy have visited Italy and have also hosted a multi-cultural group from Italy, Spain and the Czech Republic for a week of professional dialogue in Bo'ness Academy. Next session will involve visits to Seville and Prague.

Where are we going next?

Our priorities for session 2009-10 are focused on our theme of “Building Ambition”. They are:

- ✚ Curriculum for Excellence
 - Prepare and consult on a curriculum design for S1-S3.
 - Prepare a statement on 16+ options.
- ✚ Establish Teacher Learning Communities to improve effective learning and teaching.
- ✚ Literacy and Numeracy
- ✚ Provide a range of flexible learning opportunities to meet pupil needs.
- ✚ Recognise Wider Achievement.
- ✚ Develop Digital Exam Papers.
- ✚ Health and Well Being.
- ✚ Extend our International Education.
- ✚ Olympics Project.

Pupil Attainment 2007-2009			
5-14 Attainment	2007	2008	2009
Reading %age of pupils attaining or exceeding Level E	69	71	67
Writing %age of pupils attaining or exceeding Level E	54	57	61
Mathematics %age of pupils attaining or exceeding Level E	61	73	68

S4 Attainment	2007	2008	2009
% of S4 Pupils achieving 5 at level 3 or better	87	92	84
% of S4 Pupils achieving 5 at level 4 or better	68	66	70
% of S4 Pupils achieving 5 at level 5 or better	25	29	30

S5 Attainment	2007	2008	2009
%age of S5 Pupils achieving 1 at level 6 or better	37	33	35
%age of S5 Pupils achieving at level 6 or better	18	16	18
%age of S5 Pupils achieving 5 at level 6 or better	7	7	7

S6 Attainment	2007	2008	2009
%age of S6 Pupils gaining 3 at level 6 or better	20	25	28
%age of S6 Pupils gaining 5 at level 6 or better	13	18	13
%age of S6 Pupils gaining 1 at level 7 or better	8	15	8

For information:

Scottish Credit and Qualifications Framework (SCQF) Levels	
Level 3	Access 3, Standard Grades at 5-6
Level 4	Intermediate 1 at A-C, Standard Grade 3-4
Level 5	Intermediate 2 at A-C, Standard Grade 1-2
Level 6	Higher A-C
Level 7	Advanced Higher A-C

Reader's Evaluation

Standards and Quality Report 2008-2009.

It would be helpful if you could take some time to answer the questions below.

Your answers will enable us to report effectively to you in the future. Thank you for your help.

Ques.		Yes	No
1.	Is the information in the report generally helpful?		
2.	Is the layout attractive?		
3.	Is it easy to read and understand?		
4.	Is there any other information you feel could be included in next year's report?		

Comments:

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