



*Respect Kindness Ambition*

## SCHOOL IMPROVEMENT PLAN 2022-23



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Relationships

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Values

# 2022 / 2023

## Factors Influencing the Improvement Plan

### School Factors

Addressing Action Points identified in school's Self Evaluation procedures  
Cluster Improvement Priorities  
Equity Priorities

### Local Authority Factors

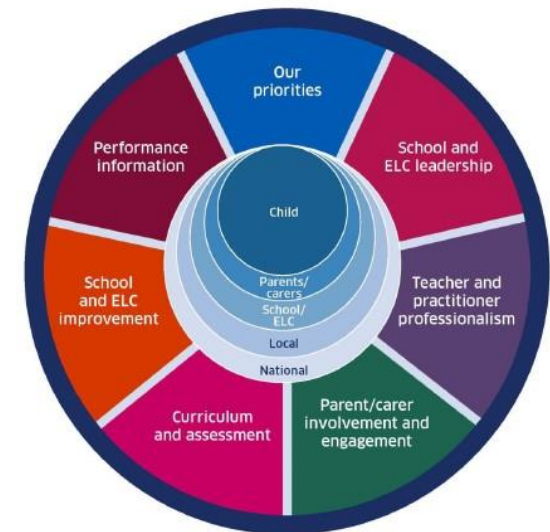
*Moving Forward in Your Learning Guidance*  
*Literacy and Numeracy West Lothian Priorities, HWB*  
Raising attainment, including closing the gap ([West Lothian Raising Attainment Strategy](#))  
*Transforming Your Council*

### Corporate Plan

Education Services Management Plan  
West Lothian Parental Involvement and Engagement Framework  
Equity Team and additional allocations, Pedagogy Team

### National Factors

Coronavirus (COVID-19): Guidance on reducing the risks from COVID-19 in school  
Moderation Cycle and Assessment  
National Improvement Framework / Scottish Attainment Challenge / National Improvement Hub / Raising Attainment for All  
Pupil Equity Funding/Equity Audit  
How Good is Our School? 4<sup>th</sup> Edition and How Good is Our Early Learning and Childcare?, National Standard for ELC, Realising the Ambition  
Getting it Right for Every child (GIRFEC)  
Curriculum for Excellence Refresh  
Developing Scotland's Young Workforce  
Child Protection Procedures  
GTCS professional standards and professional update 2021  
Achieving Excellence and Equity 2022: National Improvement Framework and Improvement Plan  
Putting Learners at the Centre: Towards a Future Vision for Scottish Education, The Ken Muir report, March 2022.  
UNCRC  
Presumption to provide education in a mainstream setting 2019  
  
Support for Learning: All our Children and All their Potential (ASL Review) 2020



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# Vision, Values and Aims

Following consultation including values, vision and aims workshops and surveys with all young people, families and staff between February and June 2022 our agreed **core values** are:

*Respect  
Kindness  
Ambition*

Our Academy opened for young people in S1 on Tuesday 16<sup>th</sup> August, 2022 and our values, vision/mission statement are all currently in draft format.

Our Academy has **three main aims**.

Through working in close partnership and collaboration with our Academy community:

*1/ Each person is fully supported as an individual to be included and celebrated to be happy and successful with their health and well-being at the centre of everything we do.*

*2/ We will provide excellent learning, teaching and assessment for all, using the most modern, collaborative and forward thinking practice.*

*3/ Each person achieves and attains at excellent individual levels to prepare them fully for a successful future.*

Our Academy **vision**:

*To be a school community that is sector leading in providing excellent experiences, opportunities and outcomes for all young people - united in the joy of learning, collaboration and improvement to build healthy and successful futures.*



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## Curriculum Rationale

[https://glowscotland.sharepoint.com/:w:/s/WinchburghAcademyStaffTeam/EXjd-nIAkQZKqdKmpCPZyZ0BllqTs\\_a-kdxzvqS9LHiUbg?e=OFauRd](https://glowscotland.sharepoint.com/:w:/s/WinchburghAcademyStaffTeam/EXjd-nIAkQZKqdKmpCPZyZ0BllqTs_a-kdxzvqS9LHiUbg?e=OFauRd)

All schools should consistently revisit the curriculum rationale that takes account of the most recent national and local guidance.

**Refreshed curriculum rationales should reflect the local authority commitment to Agile Learning approaches prioritising authentic fulfilment of the four capacities and contexts for learning, within the Refreshed Narrative. See link below to the 'Resources to support the refreshed CfE Narrative'.**

<https://education.gov.scot/improvement/learning-resources/resources-to-support-the-refreshed-curriculum-for-excellence-narrative/>



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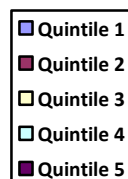
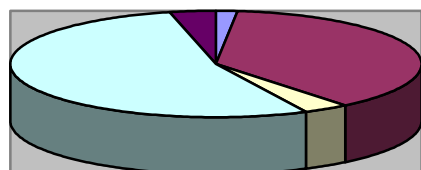
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## Contextual Data Analysis and Rationale for 2022/23 School Improvement Plan (maximum one side A4)

### a) Background - The context for the learners in your school

Winchburgh Academy is a non-denominational secondary school in West Lothian, opening in August 2022, with modern and innovative teaching areas and spaces incorporating both indoor and outdoor learning facilities. The school is situated in a development of 3 new schools (Winchburgh Academy, Sinclair Academy and Holy Family Primary School) with a shared sports HUB. The school has been built as a 'School in the Park', with direct access via the school grounds into Auldathie Park to the North, with a rich and versatile range of outdoor learning opportunities available on our doorstep. The school currently has one catchment school, Winchburgh Primary, with a second associated Primary due to open in August 2025. The school role in year one will be approximately 55 first year students, and the building has a capacity of approximately 660 students, which it is predicted to reach within 10 years.

Winchburgh is a rapidly changing town, with significant investment in new house building and infrastructure changing the demographic of the population. By the time the school reaches its capacity, the impact of this will be that most students are expected to come from SIMD 8-10 households. The town's location in the central belt mean that a broad range of locations are accessible for post-school opportunities, such as Further and Higher Education and employment. There are significant employment opportunities in the local area in the building and construction trade and there is expected to be a growing hospitality sector as the town continues to develop.



Q1	Q2	Q3	Q4	Q5
1.8%	37.7%	3.7%	52.8%	3.7%

Clothing Grant	FME	ASN	P7 Attendance	Current Attendance (Sept 2022)
3.78%	5.67%	18.87%	91.56%	98%



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**(b) Our Academy Improvement Priorities 2022-23**

WINCHBURGH ACADEMY - School Improvement Planning for Ensuring Excellence and Equity 2022-23				
School priorities linked to knowledge and data as identified	NIF Driver & UNCRC	Proposed actions	Timescale	Measures of Success
<p><b>1. Raising attainment for all particularly in literacy and numeracy (universal).</b></p> <p>(a) Further improve the percentage of literacy and numeracy achievement of all young people by the end of S1, with a particular focus on the following target groups of young people: <b>ASN (inc. ASD)</b> <b>FME</b></p>	<input type="checkbox"/> School and ELC Improvement. <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information  <b>UNCRC</b> <input checked="" type="checkbox"/> 3 – Best interests of child <input checked="" type="checkbox"/> 12 – Respect views of child <input checked="" type="checkbox"/> 28-Right to an education	<p><b>Implement SIG 1 – CLPL &amp; Performance Team (Chair – K Borthwick)</b></p> <p>(i) Further improve all staff understanding of <b>Universal, Additional &amp; Intensive</b> support for all young people.</p> <p>(ii) Build our capacity to offer additional support to those who require further support through involvement in Reading Wise &amp; PM Scholastic and other literacy and numeracy support as identified through tracking and data</p> <p>(iii) Improve SLT/ELT understanding of assessment data (SNSA &amp; CAT) to provide ongoing information to inform progress, interventions, and targeted support including those who require further challenge</p> <p>(iv) Provide high quality professional learning programmes for all school leaders (SLT/ELT) to further reflect upon, support and improve collaborative and inclusive curricula/practice and pedagogies. (CLPL/Leadership Framework and programme in place to support all colleagues)</p> <p>(v) Devise a programme encouraging and facilitating high quality reflective practice particularly through staff learning visits and self-evaluation toolkit to support all colleagues in their practice and professional learning – including designing strategies/methods to gather data and information at regular points from learners, staff, parents/carers</p> <p>(vi) Introduce a Learning, Teaching &amp; Assessment Toolkit taking into account what we have learned and reflected upon to further support all colleagues in their practice.</p> <p>(vii) Implement Assessment &amp; Moderation Programme (AIM in partnership with WPS – understanding of a level BGE L3 (writing &amp; numeracy))</p>	<p>Oct 2022</p> <p>Oct 2022</p> <p>Dec 2022</p> <p>May 2023</p> <p>Sept 2022</p> <p>Oct 2022</p>	<p>ACEL data</p> <p>Progress &amp; Achievement Tracking data</p> <p>PM Assessment data</p> <p>Reading Wise data</p> <p>SNSA baseline</p> <p>CAT</p> <p>People's views</p> <p>Observing Learning</p> <p><b>HGIOS QI</b> - <b>2.2, 2.3, 3.2 &amp; 1.1</b></p>
		<p>(b) BGE Curriculum Refresh – design and continuously evaluate our S1 BGE curriculum that is underpinned by skills, well-being, equity, collaboration, inclusion and digital technology.</p>		<p><b>Implement SIG 2 – Curriculum Design/Engineer Team (Chair - C Kerr)</b></p> <p>(i) Engage at system leadership level with other schools and partners including West Lothian College) to support and challenge our BGE curriculum. To support this, we will create a Curriculum Advisory Board/Design Team involving representation from pupils, staff, parents and Education Scotland.</p> <p>(ii) Implement an IDL programme for all S1 pupils based on health and well-being and labour market intelligence relevant to the needs of our school community (Construction &amp; Hospitality themes in S1)</p>



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## WINCHBURGH ACADEMY - School Improvement Planning for Ensuring Excellence and Equity 2022-23

School priorities linked to knowledge and data as identified	NIF Driver	Proposed actions	Timescale	Measures of Success
<p><b>2. Closing the attainment gap between the most and least advantaged children.</b></p> <p>(a) Improve/Focus on literacy and numeracy of S1 pupils entitled to FME/ASN &amp; SIMD 1-5</p>	<input type="checkbox"/> School Improvement <input type="checkbox"/> School Leadership <input checked="" type="checkbox"/> Teacher Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assess. of Childrens' Progress <input checked="" type="checkbox"/> Performance Information  <b>UNCRC</b> <input checked="" type="checkbox"/> 3 – Best interests of child <input checked="" type="checkbox"/> 12 – Respect views of child <input checked="" type="checkbox"/> 28-Right to an education	<p>(i) Literacy interventions as required (small groups, 1:1)</p> <p>(ii) Numeracy interventions as required (small groups. 1:1)</p> <p>(iii) Appoint SfL PSW</p>	<p>From Sept 2022</p>	<p>ACEL data</p> <p>Progress &amp; Achievement Tracking data</p> <p>YARC assessments</p> <p>SNSA</p> <p>CAT</p> <p>People's views</p> <p>Observing Learning</p> <p><b>HGIOS QI</b> - 2.3 &amp; 2.4</p>
		<p>(iii) All staff to continue to embrace digital experiences in their learning, teaching and assessment using Microsoft Teams/One-note - further supporting staff in their practice (CLPL)</p>	<p>2022</p>	



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## WINCHBURGH ACADEMY - School Improvement Planning for Ensuring Excellence and Equity 2022-23

School priorities linked to knowledge and data as identified	NIF Driver	Proposed actions	Timescale	Measures of Success
<p><b>3. Improvement in all children and young people's wellbeing:</b></p> <p>(a) Winchburgh Academy achieves the Rights Respecting Schools Bronze Award by June 2023</p>	<input type="checkbox"/> School and ELC Improvement. <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information  <b>UNCRC</b> <input checked="" type="checkbox"/> 19 – Protection from violence, abuse and neglect <input checked="" type="checkbox"/> 28-Right to an education	<p><b>Implement SIG 3 – Well-being &amp; Inclusion Team (Chair –S Oliver)</b></p> <p>(i) Embed a programme for accreditation reviewing relevant school policy and practice to incorporate RRS and our school values:                      -Relationships/Celebrating Success, Health &amp; Well-being</p> <p>(ii) Implement our Academy 'Relationships Policy' based on nurture principles, Solihull strategies, ACES awareness and preventing bullying behaviour – further establish our school values, vision and aims collectively</p> <p>(iii) Implement &amp; establish our Academy rewards/celebrating success programme based on strong foundations of equity and wider achievement</p> <p>(iv) Implement relevant programmes/curriculum based on our school values and local context into our PSHE/HWB curriculum. This will include <b>setting up a HWB/PSE steering group as arranged by (S Oliver)</b> to be guided appropriately to act on the views of pupils, parents and local partners including Police Scotland and Health professionals</p> <p>(v) Implement and establish our Academy Parliament/Student Council as a platform to provide opportunities to hear, consider and act upon young peoples' views</p>	<p>June 2023</p> <p>September 2022</p> <p>October 2022</p> <p>Ongoing from August 2022</p> <p>October 2022</p>	<p>RRS accreditation awarded (Bronze)</p> <p>Positive Behaviour Learning/Relationships/Engagement data</p> <p>Tracking &amp; Monitoring (behaviour/effort)</p> <p>Attendance data</p> <p>Inclusion (exclusion) data</p> <p>People's views (staff, young people, parents/families)</p> <p>HWB Survey</p> <p>PASS Survey</p> <p><b>HGIOS QI</b> - 3.1</p>
<p>(b) All young people are supported fully and are aware of how to access required support.</p>		<p>(i) Implement and establish a Pupil Support structure including 1 key adult who meets them every day (PSR Teacher), a Principal Teacher of Pupil Support, a Year Head and HT. Create and review a self-referral system for young people and actively work with external agencies, partners including health to support our local context.</p> <p>(ii) Employ a school counsellor to engage in the work, ethos and values of the school to contribute to the well-being of all young people (universal) and also to work with appropriate young people/families as required</p>	<p>August 2022</p> <p>From August 2022</p>	
<p>(c) Ensuring staff well-being is fully supported and that relevant strategies to promote well-being are prioritised</p>		<p>(i) Check ins for all staff – from line managers, SLT and colleagues</p> <p>(ii) Social opportunities where possible to promote staff HWB</p> <p>(iii) CLPL/INSET opportunities – self-care practice</p>	<p>From August 2022</p>	



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## WINCHBURGH ACADEMY - School Improvement Planning for Ensuring Excellence and Equity 2022-23

School priorities linked to knowledge and data as identified	NIF Driver	Proposed actions	Timescale	Measures of Success
<p><b>4. Improvement in employability skills for all young people through student leadership and IDL opportunities for all.</b></p> <p>(a) 100% of young people (all) are engaged in a leadership role and programme (S1) with formal and informal wider achievement qualifications attached/associated</p>	<input type="checkbox"/> School and ELC Improvement. <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information	All young people have a leadership role in the school	October 2022	ASDAN certification
		All young people achieve at least bronze award ASDAN by the end of S1	June 2023	Wider achievement tracking and monitoring Pupil Views
		All young people attend a leadership excursion (residential) by the end of S1	June 2023	Peoples' Views (Staff, pupils, partners & parents)
		Wider achievement/profiling is tracked and celebrated for all young people	Ongoing from Aug 2022	Attendance and support from partners at school events Tracking & monitoring
(b) 100% of S1 pupils are involved and engaged in two relevant and appropriate IDL experiences based on strong foundations of employability and skills based learning	<b>UNCRC</b> <input checked="" type="checkbox"/> 3 – Best interests of child <input checked="" type="checkbox"/> 12 – Respect views of child <input checked="" type="checkbox"/> 28-Right to an education	(i) IDL programme in place in partnership with local/national and global employers based on our local context/labour market intelligence (construction and retail/hospitality)	October 2022	Pupil Views
(ii) Continue to work in partnership with colleagues from Education Scotland to review and improve experiences of young people		From Sept 2022	Skills profiling Pupil views	
<b>Implement SIG 4 – Business &amp; Employability Team (Chair –S McCallum &amp; L Duffin)</b>				
(iii) Build strong, sustainable links with business partners including setting up a business partnership agreement with a large/local employer		From September 2022	<b>HGIOS QI</b> - 2.5, 2.7 & 3.3	
(c) Implement and establish S1 Schools of Choice programme based on improving employability skills of young people (Friday am) in partnership with West Lothian College, Active Schools and other external agencies)		(i) Programme in place (3 rotations) including links to skills frameworks Skills 4.0 (SDS)	September 2022	
		(ii) Self-evaluation strategies to monitor effectiveness and improvement for all young people	June 2023	
(d) Leadership Conference arranged for S1 pupils – values based leadership and community building themes		(i) In partnership with Tree of Knowledge, arrange a S1 Leadership Conference based to upskill all young people with their leadership skills and capacity and to support them fully to build and work together as a community	September 2022	



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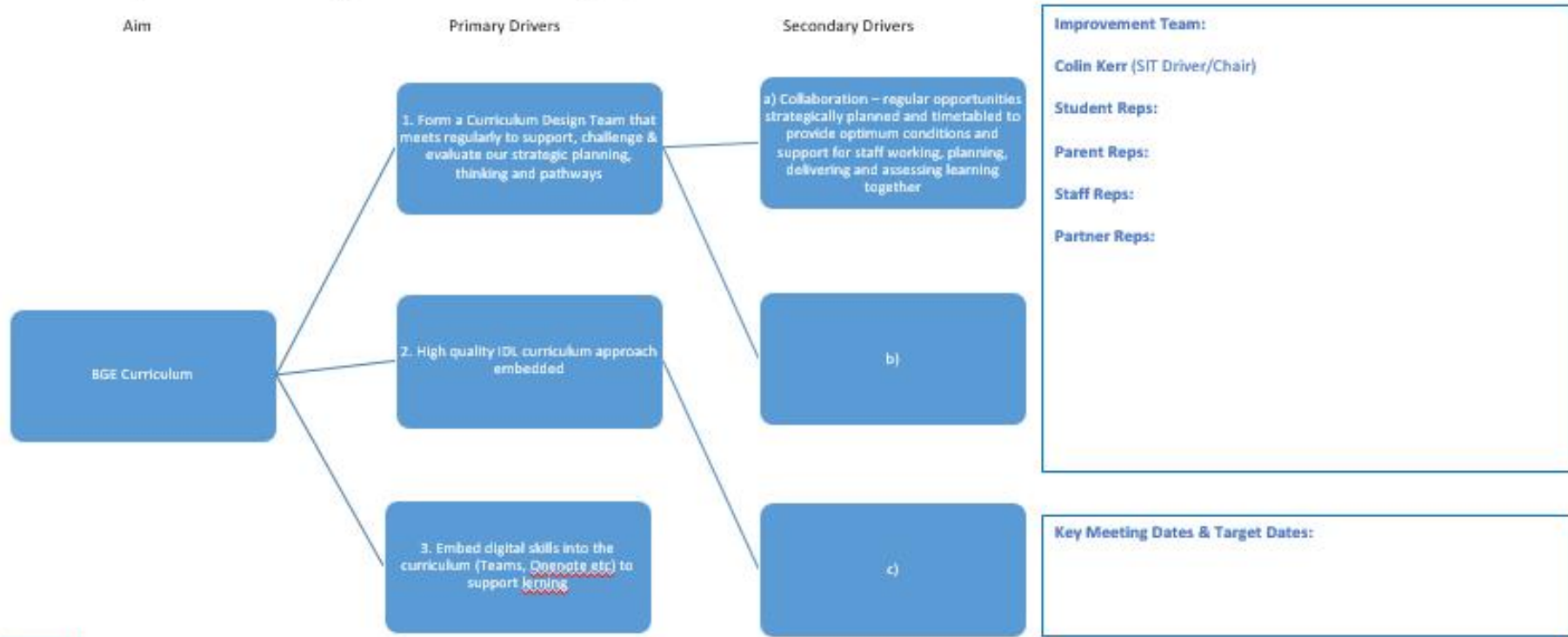
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## Model for Improvement : Driver Diagram – BGE Curriculum Design Q1 2.2



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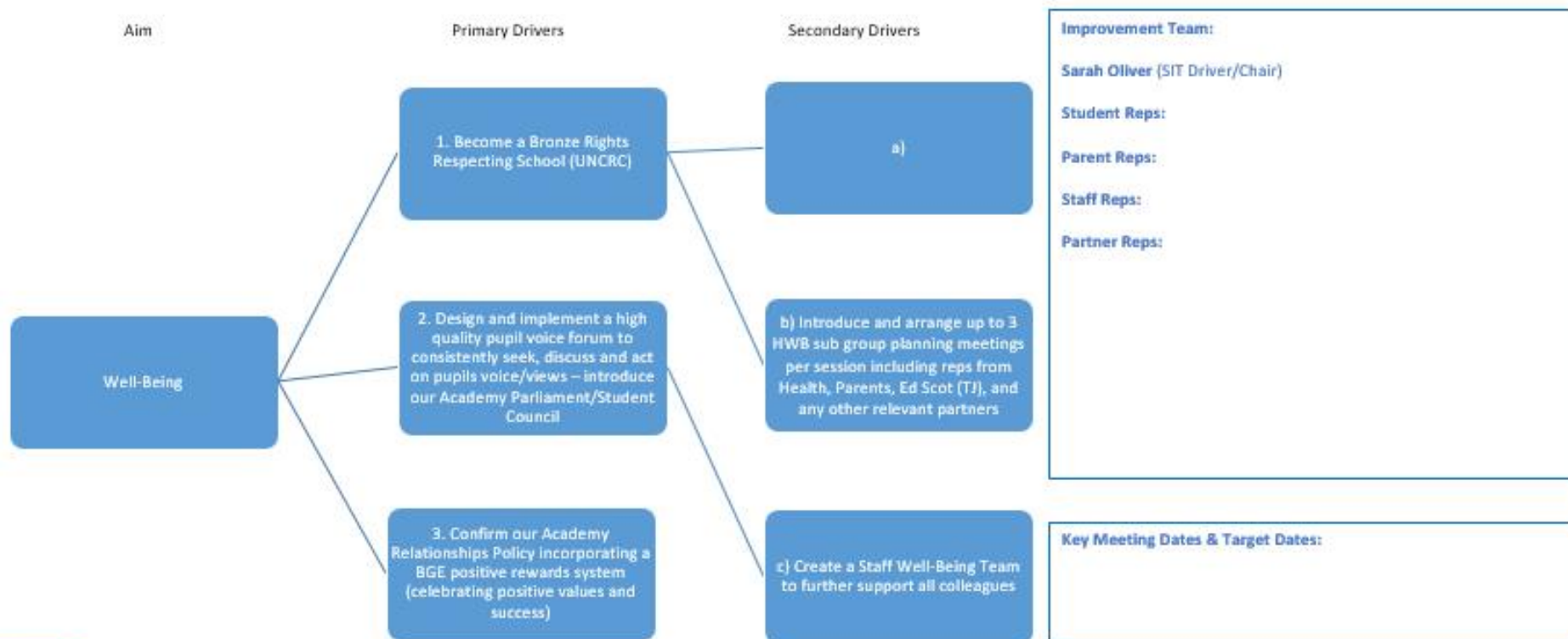
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## Model for Improvement : Driver Diagram – Well-being & Safeguarding QI 3.1



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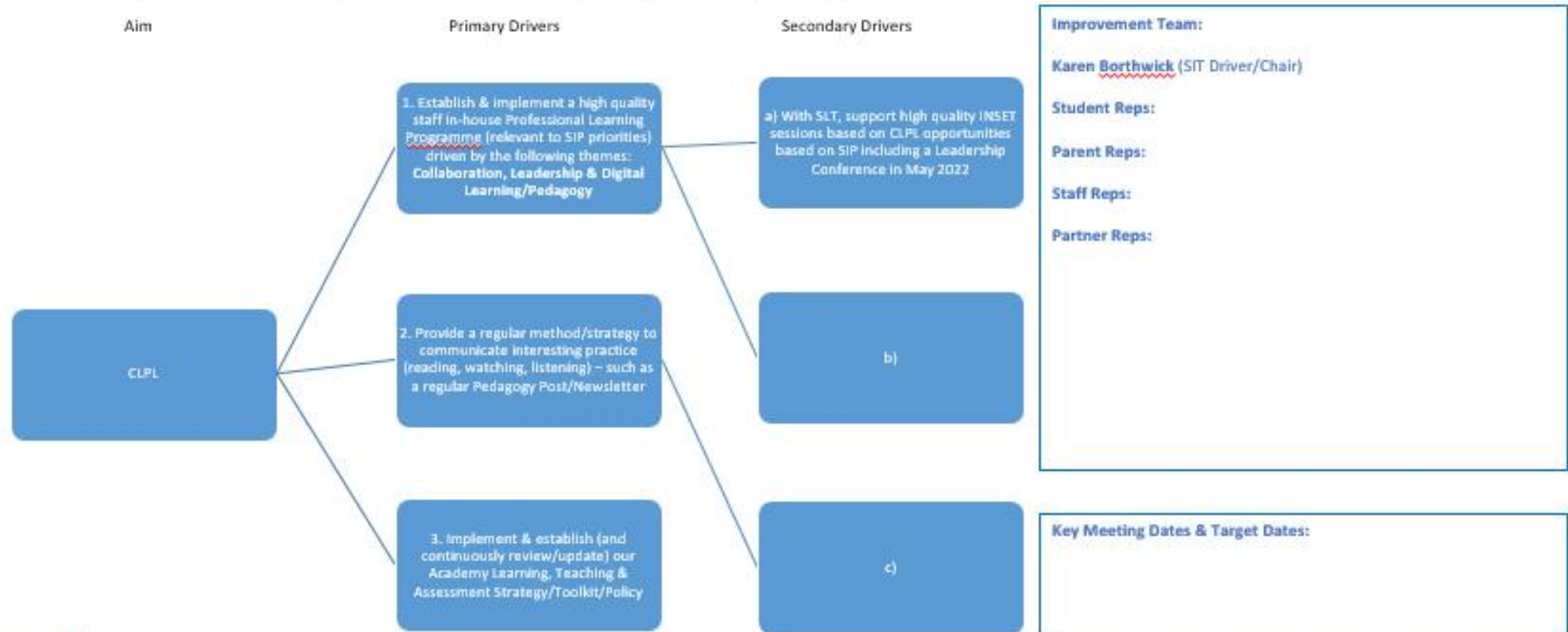
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## Model for Improvement : Driver Diagram – CLPL & Performance (Strategic Learning, Teaching & Assessment Improvement) Q1 2.3



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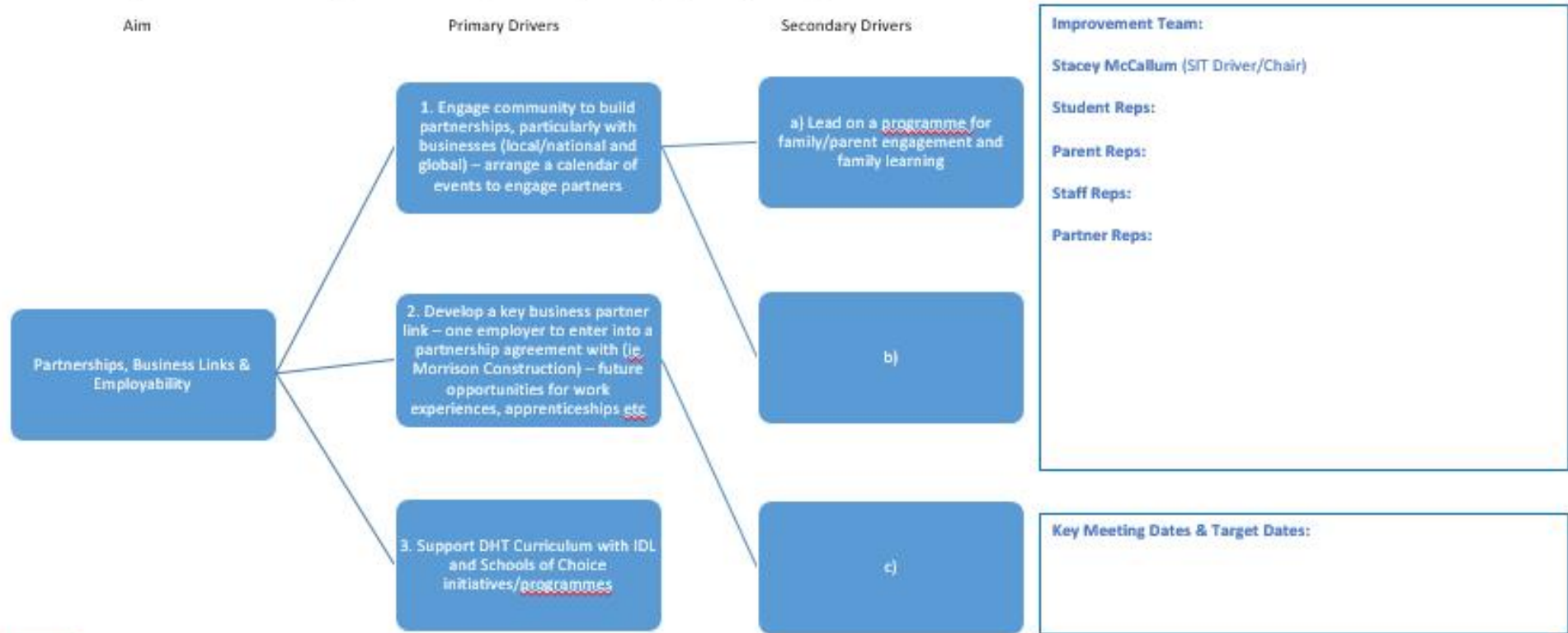
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## Model for Improvement : Driver Diagram – Business, Partnerships & Employability Team Q1 3.3



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