



Respect Kindness Ambition

SCHOOL IMPROVEMENT PLAN 2023-24



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Relationships

Relevance

Values

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 priorities
West Lothian Raising Attainment strategy 2023-28
Transforming Your Council

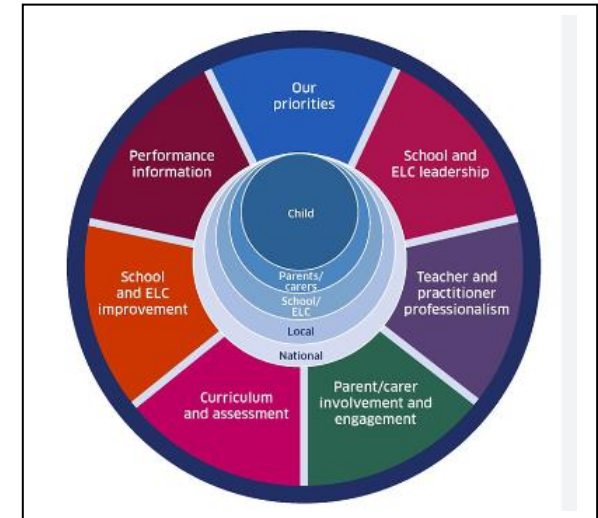
Corporate Plan

Education Services Management Plan
West Lothian Parental Involvement and Engagement Framework
Equity strategy – WL guidance on Closing the Poverty Related Attainment Gap 2023-24
Secondary annual Raising Attainment plan (to follow)

National Factors

Equity Audit
Moderation Cycle and Assessment
National Improvement Framework / Scottish Attainment Challenge / National Improvement Hub / Raising Attainment for All
Pupil Equity Funding
How Good is Our School? 4th Edition and How Good is Our Early Learning and Childcare?, National Standard for ELC
Getting it Right for Every child (GIRFEC)
Curriculum for Excellence Refreshed Narrative
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 our agreed school **core values** are:

*Respect
Kindness
Ambition*

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

Please click the link below to access our Academy curriculum rationale.

[Winchburgh_Academy_Curriculum_Rationale.pdf \(westlothian.org.uk\)](https://www.westlothian.org.uk/Winchburgh_Academy_Curriculum_Rationale.pdf)



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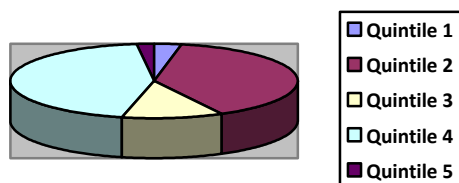
Values

Contextual Data Analysis and Rationale for 2023-4 School Improvement Plan

a) Background - The context for the learners in Winchburgh Academy

Winchburgh Academy is a non-denominational secondary school in West Lothian, opened for the first time 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 Auldcaithie 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 roll in session 2023-24 will be approximately 120 first and second year students, and the building has a capacity of approximately 660 students, which it is predicted to reach within 10 years. The staffing and resourcing of the school is based on the initially small but growing roll. In 2023-24 staffing and resourcing will be shared across both Winchburgh Academy and Sinclair Academy. Creativity across the campus and cluster is well planned to ensure high quality learning and experiences and also to meet the entitlements of the broad general education. Digital learning is a key focus for all learners based on strong foundations for inclusive pedagogy. Next session, all students will access a school device (Netbook) and learning is mostly planned and completed digitally using Microsoft Teams and OneNote/ClassNotebook.

Winchburgh is a rapidly changing village/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 majority of students are expected to come from quintile 4-5 households. The town's location in the central belt means that a broad range of locations are accessible for post-school opportunities, such as Further, Higher Education and employment. There are significant employment opportunities in the local area in the building and construction sectors and there is expected growth in hospitality opportunities as the town continues to develop. We are also aware through labour market intelligence that health sector employment will be extensive throughout the next 10 – 15 years.



*some decile information to be updated due to new build houses with postcodes tbc

Clothing Grant	FME	ASN	Previous Session Overall Attendance	Previous Session Exclusions
11.4%	11.4%	33.3%	93%	0 Exclusions



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WINCHBURGH ACADEMY - School Improvement Planning for Ensuring Excellence and Equity 2023-24

School priorities linked to knowledge and data as identified	NIF Driver	Proposed actions	Timescale	Measures of Success
<p>1. Improvement in all children and young people's wellbeing:</p> <p>(a) Whole school cumulative attendance target is at least 93.93% by the end of the session.</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 UNCRC <input checked="" type="checkbox"/> 19 – Protection from violence, abuse and neglect <input checked="" type="checkbox"/> 28-Right to an education	<p><i>Implement SIG 1 – Well-being & Inclusion Team (Chair –S Oliver)</i></p> <p>(i) Form attendance support focus groups for young people and parents/carers of those who have previously been below 50% attendance.</p> <p>(ii) Further embed a programme and curriculum that inspires and motivates young people to attend school (particularly on Friday mornings). Design & implement a progressive, S2 Friday 'My Academy' based on young peoples' skills and areas of interest/passion that leads to wider achievement by the end of S3 (NPA, SCQF etc.)</p>	<p>September 2024</p> <p>August 2024</p>	<p>Positive Behaviour Learning/Relationships/Engagement data</p> <p>Improved Tracking & Monitoring Data (literacy & numeracy)</p> <p>Improved attendance data/Power BI tool</p> <p>Inclusion (exclusion) data</p> <p>People's views (staff, young people, parents'/families questionnaires)</p> <p>HGIOS QI - 3.1</p>
<p>(b) High quality tracking and monitoring system/strategies in place to ensure progress of all young peoples' health and well-being.</p>		<p>(i) Further improve our Pupil Support structure by introducing more regular well-being check ins for all young people – involving Personal Support and Registration Teachers, led by PT Pupil Support and SLT alongside other partners including our school counsellor.</p> <p>(ii) Further embed our self-evaluation process to be more data rich with reference to health and wellbeing – including regular analysis of attendance data, engagement data, student surveys and other relevant toolkits.</p>	<p>September 2023</p> <p>By June 2024</p>	<p>Attendance data</p> <p>Engagement data</p> <p>Staff and pupil views/surveys</p> <p>Learner conversation feedback (HWB check ins)</p> <p>Tracking & Monitoring Progress data</p>
<p>(c) Maximise participation for all young people in PE, sport and physical activity.</p>		<p>(i) A full and extensive school clubs and activities timetable/programme is in place throughout the session based on young people's views with a particular focus on young people with ASN.</p> <p>(ii) Curriculum initiatives are in place to support and encourage physical activity including regular outdoor learning, 'My Academy', S1 Activities Week and S2 Residential.</p>	<p>September 2024</p> <p>From August 2023</p>	<p>Engagement data/attendance in partnership with Active Schools.</p> <p>Observing Learning (Learning Together & SSE internal self-evaluation programmes)</p>



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<p>(d) Our school values are well planned into the totality of the curriculum and prioritised in learning, teaching, assessment.</p>		<p>(i) Achieve Silver Rights Respecting Schools status by UNCRC</p> <p>(ii) Review and update our Positive Relationships Policy and our Preventing Bullying Behaviour Policy (consulting with our Parent Council) so that all young people feel confident, fully included, supported and highly valued.</p> <p>(iii) Create and implement a S2 PSHE curriculum based on our school values and local context/community. This will include further embedding the HWB/PSE steering group to be guided appropriately to act on the views of pupils, parents and local partners including Police Scotland and Health professionals.</p> <p>(i) Further establish our Academy Parliament/Student Council as a platform to provide opportunities to hear, consider and act upon young peoples' views to continuously improve our school.</p>	<p>June 2024</p> <p>June 2024</p> <p>From August 2023</p> <p>From September 2023</p>	<p>UNCRC Silver Accreditation</p> <p>Student and parent views/surveys</p> <p>Observing Learning (Learning Together & SSE internal self-evaluation programmes)</p>
<p>(e) 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) CLPL/INSET opportunities – self-care practice</p>	<p>From September 2023</p>	<p>Staff views</p> <p>Staff attendance & engagement</p>



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WINCHBURGH ACADEMY - School Improvement Planning for Ensuring Excellence and Equity 2023-24

School priorities linked to knowledge and data as identified	NIF Driver & UNCRC	Proposed actions	Timescale	Measures of Success
<p>2. Raising attainment for all</p> <p>(a) Further improve the consistency of high quality learning, teaching and assessment across all areas of the school including working in partnership with our cluster.</p>	<p><input type="checkbox"/> School and ELC Improvement.</p> <p><input checked="" type="checkbox"/> School and ELC Leadership</p> <p><input checked="" type="checkbox"/> Teacher and Practitioner Professionalism</p> <p><input checked="" type="checkbox"/> Parental Engagement</p> <p><input checked="" type="checkbox"/> Curriculum and Assessment</p> <p><input checked="" type="checkbox"/> Performance Information</p> <p>UNCRC</p> <p><input checked="" type="checkbox"/> 3 – Best interests of child</p> <p><input checked="" type="checkbox"/> 12 – Respect views of child</p> <p><input checked="" type="checkbox"/> 28-Right to an education</p>	<p>SIG 1 – CLPL & Performance Team (Chair – K Borthwick & J Mitchell)</p> <p>(i) All middle leaders will engage in 20-25 hours of professional learning with cluster colleagues (WPS) led by OSIRIS (Excellence through Leadership of Learning) to further implement high quality learning across the school.</p> <p>(ii) Review, develop and use our whole school Learning, Teaching & Assessment Evaluation Toolkit to inform/evaluate individual staff practice to provide consistent expectations in all learning, teaching and assessment – with particular improvement focus on inclusive pedagogy and effective questioning.</p> <p>(iii) Provide further opportunities for students to influence what they learn and how they learn (including further development of inter-disciplinary learning, outdoor learning and personalisation and choice).</p> <p>(iv) Improve the quality of feedback provided to all young people to improve their learning (CLPL programmes including Learning Lunches, INSET, Staff Workshops). Further develop a strategy (Did-book) for whole school tracking of progress – including tracking wider achievements.</p>	<p>September 2023 – June 2024</p>	<p>HGIOS QI 2.2, 2.3, 3.2</p> <p>Observing Learning (Learning Together & SSE internal self-evaluation programmes)</p> <p>Progress & Achievement Tracking data</p> <p>Student Views – student questionnaires/focus group feedback</p> <p>Attendance & engagement data</p> <p>VSE Data/Feedback</p>
<p>(b) Our desired outcome is for all S1 learners to have a reading age reflecting actual age (or above) with a particular focus on improving reading engagement and attainment of boys.</p>		<p>(i) All teaching staff will engage in partnership working with relevant cluster colleagues in a moderation programme throughout the session aimed to improve our collective understanding and confidence in judging CfE achievement of a level (reading).</p> <p>(ii) Introduce 'The Fluency Tool' to provide robust examples for moderation across the cluster (reciprocal reading).</p> <p>(iii) All curriculum areas will review and develop their curriculum to further engage/motivate boys to improve reading attainment. Our Family Learning Programme will be designed to provide parents/carers with skills and approaches to support their child's reading engagement and improvement.</p>	<p>By April 2024</p> <p>September 2023</p> <p>From August 2023</p>	<p>Staff Views</p> <p>ACEL data</p> <p>CfE data</p> <p>Progress & Achievement Tracking data/YARC data</p> <p>Student Views</p> <p>Parent Views</p>
<p>(c) Continue to design the BGE curriculum with a key focus on S3 to prepare all young people fully for the senior phase and post school.</p>		<p>Implement SIG 2 – Curriculum Design/Engineer Team (Chair - C Kerr)</p> <p>(i) Continue to engage in system leadership with other schools & partners (curriculum design hub) to support and challenge our curriculum to meet the needs of all young people.</p> <p>(ii) Design the 2024-25 S3 curriculum providing all entitlements and pathways for all young people (including required staffing and time allocations)</p> <p>(iii) Continue to prioritise digital learning, teaching and assessment (Microsoft Teams & Class Notebook)</p>	<p>From September 2023</p> <p>By November 2023</p>	<p>Peoples' Views (Students, Parents & Partners)</p> <p>Curriculum maps/plans/rationale</p> <p>Observing Learning (Learning Together & SSE internal self-evaluation programmes)</p> <p>VSE Data/Feedback</p>



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WINCHBURGH ACADEMY - School Improvement Planning for Ensuring Excellence and Equity 2023-24

School priorities linked to knowledge and data as identified	NIF Driver	Proposed actions	Timescale	Measures of Success
<p>3. Ensuring equity and tackling the poverty-related attainment gap</p> <p>(a) All young people experience high quality inclusive and equitable learning.</p>	<ul style="list-style-type: none"> <input checked="" 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 	<p>All West Lothian schools are committed to continuously developing their approach to ensure equity and tackle the poverty related attainment gap. Each school's PEF Summary provides an overview of their approach and an outline of how Pupil Equity Funding is being used to provide a range of universal and targeted approaches and interventions.</p> <p>Once our PEF funding allocation has been confirmed, a hyperlink to our PEF Summary will be added here to view our PEF Summary and find out more about our use of Pupil Equity Funding.</p> <p>This link Cost of the school day provides access to our Academy Cost of the School Day Statement/Infographics summarising how Winchburgh Academy minimises the cost of the school day for families.</p> <p>(i) All young people have access to a Netbook in all classes to support their learning – using Microsoft accessibility and support tools for students and staff.</p> <p>(ii) All staff are engaged in professional learning to further their practice and understanding of high quality inclusive pedagogy (INSET, Learning Lunches, Staff Meetings, Professional Reading - <i>The Equitable Classroom & Self-Evaluation</i>).</p>	<p>From August 2023</p> <p>By June 2024</p>	<p>Observing Learning (Learning Together & SSE internal self-evaluation programmes)</p> <p>Progress & Achievement Tracking data</p> <p>YARC Assessments</p> <p>SNSA</p> <p>CAT</p> <p>Peoples' views/surveys</p> <p>HGIOS QI</p> <p style="padding-left: 40px;">- 2.3, 2.4</p>
<p>(b) All young people entitled to FSM and target groups (ASN/SIMD Quintile 1 and 2) feel supported and have improving literacy and numeracy attainment/achievement.</p>		<p>(i) Numeracy interventions group (S1 and S2) embedding Maths Recovery.</p> <p>(ii) Literacy interventions group (S1 and S2) to improve reading.</p> <p>(iii) Family Learning partnerships to further assist parents/carers in supporting young people at home (literacy, numeracy and health and well-being)</p> <p>(iv) Increase staffing in our Pupil Support Faculty (target up to 3 FTE PSWs) to support intervention programmes.</p>	<p>September 2023</p> <p>October 2024</p>	



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WINCHBURGH ACADEMY - School Improvement Planning for Ensuring Excellence and Equity 2023-24

School priorities linked to knowledge and data as identified	NIF Driver	Proposed actions	Timescale	Measures of Success
<p>4. Improvement in employability skills for all young people</p> <p>(c) 100% of young people (all) are engaged in a leadership role and programme with formal and informal wider achievement qualifications attached/accredited</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 UNCRC <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) All young people have a leadership role in the school	October 2023	ASDAN certification
		(ii) All young people achieve at least bronze award ASDAN by the end of S2	June 2024	Wider achievement tracking and monitoring
		(iii) All young people attend a leadership excursion (residential) by the end of S2	June 2024	Pupil Views
		(iv) Wider achievement/profiling is tracked and celebrated for all young people	Ongoing from Aug 2023	Peoples' Views (Staff, pupils, partners & parents)
<p>(d) 100% of pupils are involved and engaged in relevant and appropriate IDL experiences based on strong foundations of employability and skills based learning specific to our context and community</p>		(i) IDL programme in place where S1 and S2 students plan and work together alongside staff based on local context themes (construction/STEM and creative industries/building community)	From August 2023	Attendance and support from partners at school events
		(ii) Continue to engage all staff in professional learning to further our understanding, practice and confidence in project based learning/IDL (INSET, Learning Lunches, Staff Meetings)	By June 2024	Tracking & monitoring
		(iii) Build strong, sustainable links with business partners including setting up a business partnership agreement with a large/local employer associated with Winchburgh Developments Implement SIG 4 – Business & Employability Team (Chair –S McCallum)	By June 2024	Pupil Views
				Skills profiling
				Pupil views
				HGIOS QI - 2.5, 2.7 & 3.3



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