



Respect

Kindness

Ambition

PROGRESS REPORT FOR SESSION 2022/23

(Standards & Quality Report)

Winchburgh Academy

Linlithgow Road

Winchburgh

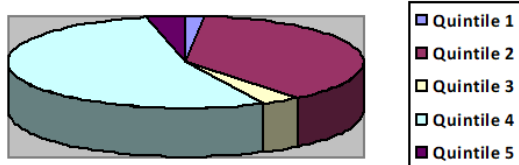
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ABOUT OUR SCHOOL

Winchburgh Academy is a non-denominational secondary school in West Lothian, that opened in August 2022 to S1 students, 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 initial school role in year one was 54 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 the majority of students are expected to come from quintile 4 and 5 households (SIMD). The town's location in the central belt means 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 sector 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
3.78%	5.67%	18.87%	91.56%

IMPROVEMENT PRIORITIES

Our improvement priorities are always based on the national priorities in the National Improvement Framework (NIF). Below we have indicated what progress we made with these priorities in Session 2022-23, what the impact has been and what our next steps will be to continue to address these priorities in session 2023-24.

We have also shown which NIF driver for improvement we used – you can find out more about the National Improvement Framework and drivers at:

<https://www.gov.scot/publications/achieving-excellence-equity-2022-national-improvement-framework-improvement-plan/documents/>

We have also evaluated our overall provision using quality indicators (QIs) in How Good is our School 4 (HGIOS4) which is a key aspect of the Scottish approach to self-evaluation and school improvement.

Our school improvement priorities in session 2022-23 were:

- 1. Raise attainment for all particularly in literacy and numeracy.**
- 2. Closing the attainment gap between the most and least advantaged children.**
- 3. Improvement in all children and young peoples' health and wellbeing.**
- 4. Improvement in employability skills for all young people.**

PRIORITY	HOW DID WE DO?
<p>1.</p> <p>To raise attainment for all particularly in literacy and numeracy.</p> <p>Our measurable outcome for session 2022/23 was to further improve the percentage of literacy and numeracy achievement by the end of S1 with a particular focus on target groups (ASN)</p> <p>NIF Driver(s):</p> <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</p>	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Provided professional learning/moderation for all staff in assessment and moderation of writing in partnership with staff from Winchburgh Primary School. • Implemented support programmes to target groups of S1 (ASN) students using Reading Wise and PM Scholastics. <ul style="list-style-type: none"> - Almost all young people in S1 are now working at their expected level or above in writing. - 8 S1 students have progressed their working levels in writing from 2nd level into third level by the end of S1. • Introduced a whole school staff lesson evaluation toolkit to support consistency in young peoples' learning and experiences. <ul style="list-style-type: none"> - Following over 30 observed lessons, most were highlighted as being 'good' or above with particular progress in sharing the purpose of learning and evaluating success criteria for learners. • We introduced a series of Family Learning events to assist parents/carers to support their child's literacy and numeracy at home. <ul style="list-style-type: none"> - All parents (100%) responding said that the school offers a selection of family learning activities such as events and workshops. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> - Most lessons have been highlighted as good or above throughout the school. - The majority of students say that the school makes sure they are getting along well with their work. - All parents who responded said that the school is ensuring that their child is progressing well. - Most young people in S1 are working at the level they are expected to be at or above in literacy and numeracy. - From data including YARC, the majority of young people with ASN showed improvement in reading.

<p>2.</p> <p>To close the attainment gap between the most and least disadvantaged children</p> <p>Our measurable outcome for session 2022-23 was to improve literacy and numeracy of target groups of S1 students (FSM & Qs 1 & 2)</p> <p>NIF Driver(s):</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>We have made good progress.</p> <p>What did we do?</p> <p>Due to the school opening in August 2022 no Pupil Equity Funding (PEF) was awarded for session 2022-23.</p> <ul style="list-style-type: none"> • We appointed a Pupil Support Worker in September 2022 to focus on supporting target groups of young people in classes and in small group interventions. • We introduced numeracy interventions for target groups – Maths Recovery. <ul style="list-style-type: none"> - 90% of Q1 – 2 are currently tracked to be working within CfE 3rd level numeracy with 10% continuing to work within CfE 2nd level as they were in P7. Our target was for at least 80% of Q1&2 students to be working within 3rd level by June 2023. - 75% of young people entitled to FSM are currently tracked to be working within 3rd level CfE within numeracy. • We implemented an intervention to improve reading with our target groups to improve their literacy using YARC to assess progress. <ul style="list-style-type: none"> - 50% of Q1&2 students showed improvement/progress their reading age - 1 in 4 students entitled to FSM showed improvement/progress in their reading age • We introduced a universal daily breakfast club to support students to be ready to begin the day well and to encourage excellent attendance and punctuality <ul style="list-style-type: none"> - Our overall school attendance was 93%, higher than the national and local average <p>Evidence indicates that the impact is:</p> <ul style="list-style-type: none"> • Identified/target pupils increased their reading age. • Identified pupils showed progress in numeracy. • Attendance of identified pupils increased in comparison to previous session attendance. • All parents (100%) of parents responding said that the school is ensuring that their child is progressing well. • 88% of parents said that the school helps to reduce the cost of the school day well.
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<p>3.</p> <p>To improve children and young people's health & wellbeing</p> <p>Our measurable outcome for session 2022/23 was to ensure all young people are supported and aware of how to access required support.</p> <p>NIF Driver(s):</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>We have made very good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • We were awarded UNCRC Rights Respecting School status (bronze) recognising our commitment to the rights of our young people. • We were awarded Sport Scotland bronze school sport award. <ul style="list-style-type: none"> - 88% of students regularly attended at least 1 school club/activity throughout the session. - 94% of students said that the school teaches them to live a healthy lifestyle. - 96% of students said that there a lots of chances at my school for me to get regular exercise. - 100% of students agreed/strongly agreed that the school offers the opportunity to take part in activities beyond the school day (extra-curricular clubs and activities) • We implemented a Pupil Support and House structure to support all students. <ul style="list-style-type: none"> - 96% of students said that they feel safe when they are at school. - 94% of students said that the have someone in school to speak to when upset or worried. - 100% of parents said that the school ensures that their child is safe at school. - 100% of parents said that their child is treated fairly at school. - 100% of parents said that the school deals well with any bullying - 100% of parents said that the school promotes the importance of attendance well. • We introduced our school values, vision and aims and implemented policies to support us and celebrate these. <ul style="list-style-type: none"> - 93% of students were recognised by staff in their tracking that they had received gold/silver awards in demonstrating our school values (kindness and respect). • We employed a school counsellor to work in the school two days per week to further support some young people to support their mental well-being. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Positive attendance data • Students and parents are very positive about the support they receive in the school • Students are aware of and demonstrate our school values • 100% of parents are satisfied with the school overall
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<p>4.</p> <p>To improve employability skills, and sustained, positive school-leaver destinations for all young people</p> <p>Our measurable outcome for session 2022/23 was to ensure 100% of young people were in a leadership role and that they were engaged in IDL opportunities to develop their meta/employability skills.</p> <p>NIF Driver(s):</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>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • We implemented our student leadership teams/committees to ensure student voice in school improvement priorities. • We introduced our Student Parliament. <ul style="list-style-type: none"> - 94% of students said that the school listens to their views - 92% of students said that the school takes their views into account • We introduced curriculum initiatives in line with improving personalisation and choice as well as developing students' meta and employability skills (IDL, 'My Academy') <ul style="list-style-type: none"> - Almost all young people presented to an audience during the session - Almost all young people performed to an audience during the session - Our tracking and reporting system and strategies refer to skills development and almost all young people can refer to the skills they are developing in curriculum areas/programmes • We held a S1 Leadership Conference in partnership with Tree of Knowledge. <ul style="list-style-type: none"> - Almost all students said that this developed their understanding of what leadership is and about and how they can contribute to the improvement of their school. • We worked closely with a range of partners to continue to build our curriculum based on our context and community (Education Scotland, Skills Development Scotland, West Lothian College, Parents and colleagues from other schools) <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • All students contributed to school improvement through their involvement in a leadership team and/or our student parliament. • All students participated in S1 activities week designed to improve their resilience, teamwork and collaboration. • Wider achievement of students has been tracked regularly and celebrated in school publications, social media and Rewards Assemblies
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Attendance

- The school showed very good attendance data in 2022-23 – higher than the national and local average at 93.3%

Engagement with Parents & Stakeholders

- We introduced our Parent Council this session and have made very good progress in engaging with parents and other stakeholders. Parents and partners have responded to a series of surveys/questionnaires about school evaluation and improvement as have stakeholders and partners.
- There are a number of focus groups with parent representatives such as our curriculum design team.
- Our Parent Council engaged in a school improvement planning workshop in May 2023

Our Wider Achievements this year have been:

- Awarded UNCRC Rights Respecting School status (bronze committed)
- Awarded Sport Scotland School Sport Award (bronze)
- Parent Council introduced
- Variety of student achievements in sports, the arts, music, STEM and debating

How good is our school? The quality indicators* evidence that:

1.3 Leadership of Change	Very Good
2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equality and inclusion	Good
3.2 Raising attainment and achievement	Good

*(Indicators used in How good is our School? 4th Edition, Education Scotland 2015 and How Good is Our Early Learning and Childcare? 2016)