

Winchburgh Academy

School Improvement Plan

2024-2025



Head Teacher's Introduction

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 Auldscathie Park to the North, with a rich and versatile range of outdoor learning opportunities available on our doorstep. The school currently has one catchment primary school, Winchburgh Primary, with a second associated primary due to open in August 2025. The school roll in session 2024-25 will be approximately 170 S1-S3 students, and the building has a capacity of approximately 660 students, which it is predicted to reach within 10 years of opening. 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. 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 3-5 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 local area continues to develop. We are also aware through labour market intelligence that health sector employment will be extensive throughout the next 10 – 15 years.

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
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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 wellbeing 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.

Raising Educational Attainment Strategy 2023-2028

Outcome 1 – Learning & Curriculum Ensuring every child and young person experiences varied, vibrant and challenging learning experiences which are built on the provision of high quality and inclusive learning, teaching and assessment. Fundamental to this is the design and implementation of a curriculum that creates the conditions, culture and ethos for all four capacities (successful learners, confident individuals, responsible citizens and effective contributors) to thrive and be equally valued.

Outcome 2 – Wellbeing, Inclusion & Attendance Improving wellbeing, inclusion and attendance for all children and young people, promoting confidence, independent thinking and resilience. Fundamental to this is working with families and partners to support the highest possible levels of engagement and equity for all. Improving health and wellbeing for all children and young people will lead to raised educational attainment and achievement, ensuring that learning promotes confidence, resilience, engagement, independent thinking and positive mindsets which in turn increases personal, social, cultural and economic opportunities.

West Lothian Raising Educational Attainment Strategy 2023-2028

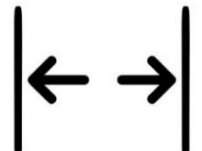
National Improvement Framework Priorities 2024

1
Placing the human rights and needs of every child and young person at the centre of education



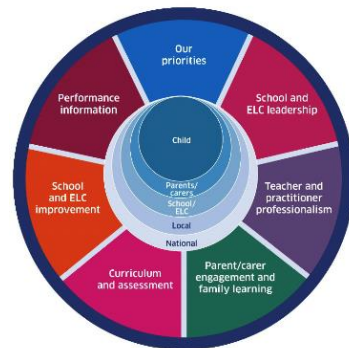
2
Improvement in children and young people's health and wellbeing

3
Closing the attainment gap between the most and least disadvantaged children and young people



4
Improvement in skills and sustained, positive school-leaver destinations for all young people

5
Improvement in achievement, particularly in literacy and numeracy



2

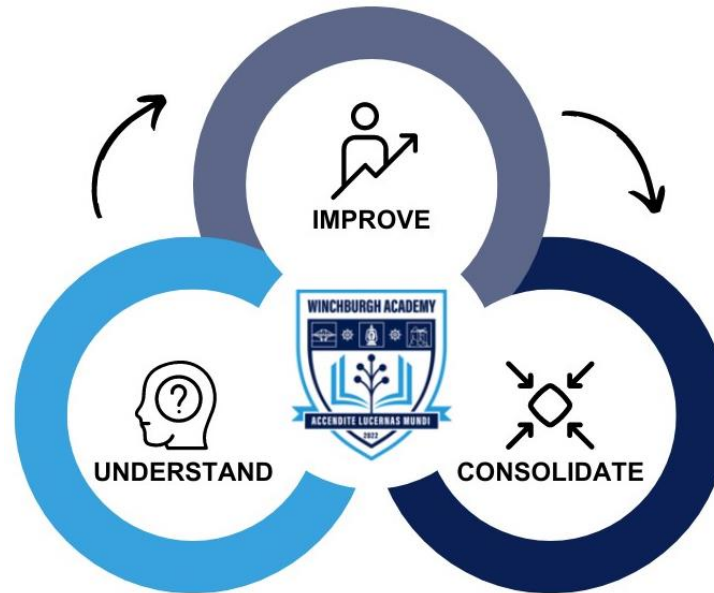


Summary of Winchburgh Academy Priorities 2024-2025

Learning, Teaching & Assessment

Curriculum

Tracking & Monitoring in the BGE (including skills and wider achievement)



Inter-disciplinary & project based learning

Family learning, parental involvement & parental engagement

Leadership of Change (at all levels)

Attendance

wider life & ethos of the school community

Priorities for Improvement

Learning, Teaching & Assessment

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
Increased consistency of all staff across the school to ensure high quality learning, teaching and assessment in all classes.	2.3, 1.3 & 3.1	Implement a professional learning programme to ensure all staff are supported to continuously reflect on and improve their practice as the school grows.	CLPL calendar/programme in place by Sept 2024. At least one clpl twilight session per month up to the end of June 2025.	K Borthwick	School Self Evaluation Framework including: Learning Together Fortnight (Peer Learning Visits) x 3 Supported Faculty Self-Evaluation (2 day visits to each faculty)	
		Review and update our Staff Learning, Teaching & Assessment toolkit/handbook in partnership with students, staff and parents/carers.	Checkpoints – Nov 2024, March 2025 and updated by the end of June 2025.	C Kerr Staff & Pupil Pedagogy Team	ELT learning walks People's views (students & staff)	
		Provide a variety of opportunities for all staff to learn, reflect, improve and share practice together (Focus of all INSET and Full Staff Meetings).	INSET x 4 and Full Staff Meetings x 6 by the end of June 2025.	J Mitchell & C Kerr	Increased percentage/number of 'very good' classes following self-evaluation procedures and learning visits.	
Increased confidence amongst all staff in their responsibilities and practice to support and meet all learners' needs in their classes.	2.3, 1.3 & 3.1	Appoint a full time permanent Support for Learning Teacher with a key responsibility for transition and supporting all staff to further improve inclusive pedagogy across the school.	August 2024	J Mitchell, S Oliver & C Ssentamu	SFL teacher appointed and in post. Staff views. CLPL attendance rates.	
		Design INSET, CLPL and Staff Meetings accordingly to ensure inclusive pedagogy and meeting learner's needs is a key focus and theme throughout the session. All staff will attend 3 WLC subject network sessions throughout the year to consider strategies to promote effective inclusive practice/pedagogy.	Ongoing - June 2025 3 x network afternoons by June 2025	J Mitchell, K Borthwick and C Ssentamu All staff	Tracking of ASN students. ACEL of ASN students. SNSA. School Self – Evaluation Frameworks (particularly learning visits/observations). People's views (students, staff and parents/carers). Ethos & HWB surveys.	

<p>Almost all young people achieve at least 3rd level literacy by the end of S3 (including a focus on increased percentage of 4th level achievement of boys).</p> <p>Most young people achieve at least 3rd level numeracy by the end of S3.</p>	3.2 & 2.3	Evaluate and further improve literacy interventions to ensure all young people are supported fully.	September 2024	C Kerr, S Oliver, C Ssemtamu	BGE Tracking. YARC.	
		Implement and continuously evaluate the addition of literacy and numeracy 'periods' into the BGE (S1-3) TT designed by SFL, Pupil Support, English & Maths staff.	August 2024	C Kerr, K Borthwick & S McCallum	ACEL data. SNSA.	
		Design Maths learning in line with the Building Thinking Classrooms model and methods/strategies.	August 2024	S McCallum, L McIntosh & J Weaver	Learning visits/observations People's views (students and staff).	

Curriculum

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
A well planned, high quality S4 curriculum is designed to offer suitable and ambitious learning pathways for all young people based on our culture and context, skills for learning, life and work.	2.2	In partnership with our established 'Curriculum Design Hub' design and communicate our S4 (senior phase) curriculum. This includes designing a full inclusive and extensive options programme for all young people.	Consultation completed by January 2025. New S4 curriculum agreed by March 2025.	C Kerr & J Mitchell	People's views. Curriculum plan confirmed.	
Continue to design the BGE curriculum to prepare all young people fully for the senior phase and post school.	2.2	Continue to engage in system leadership with other schools & partners (curriculum design hub) to support and challenge our BGE curriculum to meet the needs of all young people with reference to our values, vision and aims	By June 2025	C Kerr & J Mitchell	Attainment & achievement over time. Attendance and engagement of young people. Peoples' views.	

Tracking & Monitoring in the BGE (including skills and wider achievement)

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
BGE tracking and monitoring of literacy and numeracy provides a clear and fully understood overview of the progress of all young people.	2.3 & 3.2	Build on the assessment and moderation cluster work already in place for literacy and numeracy.	Ongoing to June 2025	K Borthwick & S McCallum (English & Maths staff)	Attainment & achievement over time. Staff views.	
		Introduce a numeracy strategy group including partners from associated primary school and a PT Maths from another local secondary school to further develop our shared understanding of a level in the BGE.	Termly meeting beginning in October 2024	S McCallum & C Kerr	ACEL data. Tracking & monitoring.	
		During ELT meetings – continued focus on literacy and numeracy tracking of progress and planning of pathways for young people.	5 meetings where this will be an agenda item by the end of June 2025.	J Mitchell & C Kerr		
Enhanced accuracy in assessment and moderation processes in schools, resulting in increased confidence in level judgments across all curricular areas.	2.3, 1.3 & 3.1	CLPL opportunities External collaboration/validation Cluster working	June 2025	PTCs	Improved accuracy of prim and sec data. Standardised assessments. Improved consistency of moderation decisions/professional judgement. Staff surveys/feedback. Participation in CLPL. Tracking of overall student progression across different curricular areas.	

Priorities for Consolidation

Attendance

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
By June 2025, maintain overall attendance rates targeting an average cumulative attendance of at least 92%		Revise and review our attendance policy and procedures to provide clearer systems and responsibilities including improved consistency of use SEEMIS attendance codes.	By October 2025.	S Oliver	Attendance data Power BI Ethos & HWB surveys Peoples' views (students and parents/carers)	
		Continue an Attendance Support post to grow and evolve strategies and practices to assist families and young people to promote high levels of attendance.	By April 2025	S Oliver, J McDonagh & C Kerr		
		Further embed a programme and curriculum that inspires and motivates young people to attend school. Grow and develop 'My Academy' based on young peoples' skills and areas of interest/passion that also leads to wider achievement by the end of S3 (NPA, SCQF etc.)	By June 2025	C Kerr		
By June 2025 continue to improve the overall average cumulative attendance of those in receipt of FSM targeting at least 85%.		APSW employed additional hours to continue role in attendance and family support. Young people and families entitled to and in receipt of FSM monitored and supported by in-school support initiatives and regular family support opportunities. Family learning events focused to further support attendance of this target group of families/young people.	By June 2025	S Oliver & J McDonagh		

Wider Life & Ethos of the School Community

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
Our school values are well planned into the totality of the wider life and ethos of the school as a community permeating through the curriculum and prioritised in learning, teaching, assessment.	2.2, 2.3, 3.1	Achieve Gold Rights Respecting Schools status by UNCRC by celebrating culture and diversity, reviewing and updating our Positive Relationships Policy and our Preventing Bullying Behaviour Policy (consulting with our Parent & Student Council) so that all young people feel confident, fully included, supported and highly valued.	By June 2025	S Oliver & J Davies	UNCRC gold accreditation Peoples' views Ethos & HWB surveys School self-evaluation frameworks including learning visits/observations.	
		Review & re-design our BGE 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.	By June 2025	S Oliver		
		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.	October 2025	M Nicholson		
The skills and wider achievement of young people are well tracked and maintain a record over time.		Strengthen our strategies and systems to track, monitor and report on meta-skills and wider achievement (in school and out-with).	By June 2025	C Kerr & K-A Charles	Tracking and monitoring. Attainment and achievement over time.	

Priorities for Understanding

Inter-disciplinary and Project Based Learning

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
To consider and further understand high quality inter-disciplinary learning and project based learning.	2.2, 2.3, 3.2	Create a staff working group/taskforce to research, discuss and plan our next steps as a school.	By October 2024.	C Kerr	Staff working group/taskforce established.	
		Engage with relevant literature and research and engage relevant staff in professional learning opportunities.	By June 2025	C Kerr	Improved staff understanding/confidence (surveys/feedback). Plans/proposals in place. CLPL attendance.	

Family Learning, Parental Involvement & Parental Engagement

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
To consider and understand the key aspects and differences between high quality family learning, parental involvement and parental engagement to ensure strengthened practice and approaches across the school community.	2.5 & 2.7	Create a working group (staff and parents/carers) to research, discuss and plan our future strategies and programmes.	By January 2025	J Mitchell	Staff working group established. Improved staff understanding/confidence (surveys/feedback). Plans/proposals/programme in place. CLPL attendance.	

Leadership of Change (all levels)

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
All staff have an improved understanding of high quality strategies and practice for young people leading learning in classrooms across the school.	1.3, 2.3	Opportunities provided to ELT members (school leaders) to reflect on, discuss and develop a deeper understanding of excellent examples of young people leading learning. Middle leaders to ensure this is a theme throughout their planning and curriculum/faculty meetings.	By June 2025	SLT & ELT	Improved staff understanding/confidence (surveys/feedback). Pilots/proposals/programme in place across the school.	