



Respect

Kindness

Ambition

PROGRESS REPORT FOR SESSION 2023/24

(Standards & Quality Report)

Winchburgh Academy

Linlithgow Road

Winchburgh

EH52 6FY



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 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 school, Winchburgh Primary, with a second associated Primary due to open in August 2025. The school roll for the session was 110 S1 & S2 students. The building has a capacity of approximately 660 students, which it is predicted to reach within 10 years of opening.

Winchburgh is a rapidly growing and evolving 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 3 - 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 particularly in the building and construction sector and there is expected to be a growing hospitality and health care employment/recruitment requirement as the town and local area continues to develop.



- 9.91% of young people in receipt of free school meals
- 43.24% of young people with additional support needs
- 10.81% of young people English as an additional language

Our school values are:

Respect, Kindness and Ambition

Our three main aim are:

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.

Winchburgh Academy's vision is:

‘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.’

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 2023/24, what the impact has been and what our next steps will be to continue to address these priorities in session 2024/25.

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

[Education: National Improvement Framework and improvement plan 2024 - gov.scot \(www.gov.scot\)](https://www.gov.scot/Topics/education/nif/2024)

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

Our school improvement priorities in session 2023-24 were:

- 1. Improvement in all young peoples' health and well-being**
- 2. Raising attainment for all young people**
- 3. Ensuring equity and tackling the poverty related attainment gap**
- 4. Improvement in employability skills for all young people**

PRIORITY	HOW DID WE DO?
<p>1.</p> <p>Improvement in all young peoples' health and well-being</p> <p>Our measurable outcome for session 2023/24 was to ensure that our school values permeate the totality of the curriculum and are prioritised in learning, teaching and assessment.</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"> • Provided professional learning for all staff in UNCRC rights of the child • Reviewed and updated our Positive Relationships Policy and Preventing Bullying Behaviour Policy. • Further established our Student/Pupil Parliament to provide a platform for improved opportunities to hear, consider and act upon the views of our young people. • Further improved our Pupil Support structure by introducing more well-being check ins involving pupil support and registration teachers, led by the PT Pupil Support and SLT in partnership with other partners including our school counsellor. • Introduced the S2 Residential experience focused on building specific meta-skills including self-management, social intelligence and innovation. • Further embedded a programme and curriculum designed to inspire and motivate young people incorporating personalisation and choice, areas of interest/passion and centred round wider achievement <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> - Almost all lessons have been highlighted as good or above throughout the school (WLC VSE) - Almost all young people agree that staff treat them fairly and with respect. (Ethos Survey) - Almost all young people feel safe in school (Ethos Survey) - The ethos in the school, both in classes and out-with, is extremely warm, positive and supportive, echoing the school values of Kindness, Respect and Ambition. Young people can articulate these values and give examples of how they permeate school life. (WLC VSE June 2024) - Achieved silver status rights respecting schools' accreditation. (UNCRC) - Average cumulative attendance data is above the national and local average and exclusions rates are low.

PRIORITY	HOW DID WE DO?
<p>2.</p> <p>To raise attainment for all young people</p> <p>Our measurable outcome for session 2023/24 was to further improve the consistency of high quality learning, teaching and assessment across all areas of the school.</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"> • All middle leaders engaged in 25 hours of professional learning led by OSIRIS in Excellence through Leadership of Learning. <ul style="list-style-type: none"> - All middle leaders have improved their confidence in leading excellent learning • Implemented a pedagogy team including students and staff to create a whole school learning, teaching and assessment handbook. <ul style="list-style-type: none"> - Almost all staff agree that this has been helpful to support consistent high quality practice across the school • Engaged all staff in assessment and moderation programmes for literacy in partnership with all cluster primary colleagues <ul style="list-style-type: none"> - Improved understanding of a level for almost all staff <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> - Almost all lessons have been highlighted as good or better throughout the school (WLC VSE). - There is evidence to show that almost all learners are achieving in line with expectations and are showing the expected progress from their primary levels. - Young people who require additional support to achieve are well supported by targeted interventions which are accelerating their progress towards achieving expected levels. - Staff report that they know their learners well and make use of a variety of assessments and moderation activities to inform their judgements of a level. Staff utilise local networks and National events to support their assessment judgements. - S1 students achieved CfE level 2: Reading 90%, Writing 90%, Listening & Talking, 90%, Numeracy 88% - S2 students achieved CfE level 3: Reading 65%, Writing 65%, Listening & Talking 65%, Numeracy 51%

<p>3.</p> <p>To close the attainment gap between the most and least disadvantaged children</p> <p>Our measurable outcome for session 2023-24 was to ensure equity for all learners.</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 appointed a cluster/transition support for learning role 0.4 FTE to focus on supporting target groups of young people in classes and in small group interventions. • We introduced a Cost of the School Day staff lead <ul style="list-style-type: none"> - Almost all young people agree that the school is good at helping to reduce the cost of the school day • We introduced a Supporting Attendance staff lead <ul style="list-style-type: none"> - Attendance rates are higher than the national and local rate • We further established 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. Our target was for at least 80% of Q1&2 students to be working within 3rd level by June 2024. - 75% of young people entitled to FSM are currently tracked to be working within 3rd level CfE within numeracy. • We further embedded 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 - 2 in 4 students entitled to FSM showed improvement/progress in their reading age • We continued 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 91%, 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. • Almost all parents responding said that their overall satisfaction with the school is good. • Most parents said that the school helps to reduce the cost of the school day well.
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<p>4.</p> <p>Improvement in employability skills for all young people</p> <p>Our measurable outcome for session 2023-24 was to engage 100% of young people in IDL experiences based on 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 developed 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 and takes them into account some of the time, often or all of the time • 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 - 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 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 that 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 and almost all S2 students attended the S2 Residential 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 2023-24 – higher than the national and local average at 91.01%

Engagement with Parents & Stakeholders

- We further developed 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 2024.

Our Wider Achievements this year have been:

- Awarded UNCRC Rights Respecting School status (silver committed)
- Awarded Sport Scotland School Sport Award
- 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)