

Winchburgh Academy

Standards and Quality Report

2024-2025



About Our School

School roll 2024-2025	Cluster Primary Schools
177	Winchburgh Primary School

Leadership Team

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Student Quintile Distribution

1	2	3	4	5
2.49%	28.63%	4.98%	68.83%	1.24%

Free School Meal entitlement: %

Our Current Self Evaluation of HGIOS Quality Indicators

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

Schools will use their own self-evaluation / VSE / HMIe evidence depending on which is most recent.

Priorities from Session 2024-2025

Improve:

1. Learning, Teaching & Assessment
2. Curriculum
3. Tracking & Monitoring in the BGE

Consolidate:

1. Attendance
2. Wider Life and Ethos of the School

Understand:

1. Inter-Disciplinary and Project Based Learning
2. Family Learning, Parental Involvement & Parental Engagement
3. Leadership of Change

The following definitions are used in this report:

All	Almost all	Most	Majority	Minority / less than half	A few
100%	91-99%	75-90%	50-74%	15-49%	Less than 15%

Priority	Learning, Teaching & Assessment (including tracking and monitoring progress)
<i>Desired outcomes</i>	<p>Increased consistency of all staff across the school to ensure high quality learning, teaching and assessment in all classes.</p> <p>Increased confidence amongst all staff in their responsibilities and practice to support and meet all learners' needs in their classes.</p> <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). Most young people achieve at least 3rd level numeracy by the end of S3.</p>
<i>What did we do?</i>	<ol style="list-style-type: none"> 1. Implemented a professional learning programme to support staff to reflect on and improve their practice. 2. Revised our Learning, Teaching & Assessment Handbook in partnership with students, staff and parents/carers 3. Appointed a full time, permanent Support for Learning Teacher 4. Evaluated and further improved literacy interventions for target groups 5. Implemented literacy and numeracy periods into the BGE timetable 6. Designed Math learning in line with Building Thinking Classroom strategies
<i>How did we measure?</i>	<ul style="list-style-type: none"> • Learning observation programmes • Faculty self-evaluation visits programmes • Literacy and numeracy progress data • ACEL data • SNSA data • Peoples' views
<i>Impact on learners and / or staff</i>	<ul style="list-style-type: none"> • Almost all learning visits across the school evaluated as 'good' or better (internal staff and external staff involved in evaluation processes) • Almost all staff agree or strongly agree that they are encouraged to learn and share practice and that they are given the opportunity to learn and share practice with colleagues' (in-school and out-with) • Almost all staff agree or strongly agree that they are supported to engage in professional learning and all feel that clpl enables them to reflect on and improve their practice • More young people than before agree that staff help them to understand how they are progressing in their schoolwork often or all of the time. • All young people involved in literacy intervention groups have improved their reading age (YARC) • Almost all (92%) of students achieved at least L3 literacy by the end of S3

	<ul style="list-style-type: none"> Most (88%) of students achieved at least L3 numeracy by the end of S3
<i>Next steps</i>	1/ Further improve learning, teaching and assessment 2/ Implement robust tracking and monitoring systems particularly in the senior phase 3/ Continued focus on increasing the number of students achieving L4 literacy and numeracy by the end of S3

Priority	Curriculum
<i>Desired outcomes</i>	Design a high quality, inclusive S4 curriculum
<i>What did we do?</i>	1/ New S4 curriculum in place and agreed following extensive consultation process
<i>How did we measure?</i>	Peoples' views Curriculum in place
<i>Impact on learners and / or staff</i>	<ul style="list-style-type: none"> All S3 into S4 students agreed that they were given good advice about choices about taking the right subjects which are right for them. Almost all staff agree or strongly agree that the school engages parents' in their child's learning effectively and that children and young people are engaged in their learning All staff and most almost all parents/carers agree or strongly agree that young people are provided with experiences that meet their learning needs.
<i>Next steps</i>	1/ Further design and plan a high-quality cross campus senior phase curriculum (S5/6) in partnership with Sinclair Academy 2/ Improve our awareness of the national curriculum improvement cycles and revise all curriculum areas accordingly

Priority	Attendance
<i>Desired outcomes</i>	<p>By June 2025, maintain overall attendance rates targeting an average cumulative attendance of at least 92%</p> <p>By June 2025 continue to improve the overall average cumulative attendance of those in receipt of FSM targeting at least 85%</p>
<i>What did we do?</i>	1/ Employed an Attendance Support Worker
<i>How did we measure?</i>	<ul style="list-style-type: none"> • Attendance data • Ethos & HWB surveys • Peoples' views • Exclusion data
<i>Impact on learners and / or staff</i>	<ul style="list-style-type: none"> • Overall cumulative attendance has improved almost 0.5% from the previous session (91.46%) • Attendance of S2 students entitled to FSM above our target • Almost all students feel safe at school • Exclusion rates are very low (number of students and openings)
<i>Next steps</i>	<p>1/ Improve cumulative attendance with a target of at least 92.5%</p> <p>2/ Focus on S4 cumulative attendance with a target of at least 91%</p> <p>3/ Improve the average attendance of young people in receipt of FSM to at least 85% by June 2026, with a focus on boys, particularly those in S4.</p>

Priority	Wider Life & Ethos of the school as a community
<i>Desired outcomes</i>	Achieve Gold status UNCRC Rights Respecting Schools
<i>What did we do?</i>	Engaged in the accreditation process to become a UNCRC Rights Respecting Schools Gold status
<i>How did we measure?</i>	<ul style="list-style-type: none"> • UNCRC Accreditation based on observations, peoples' views, ethos and HWB surveys and our frameworks for school self-evaluation
<i>Impact on learners and / or staff</i>	<ul style="list-style-type: none"> • Almost all young people feel safe in school often or all of the time • Most young people feel that staff treat them fairly and with respect • Almost all young people feel they treat staff and other young people with respect
<i>Next steps</i>	<p>1/ Further establish our pupil voice strategies including growth of our Student School Parliament</p> <p>2/ In line with SG and WLC policy, and in partnership with our cluster primary schools, update and revise our Positive Relationships Policy</p> <p>3/ Revise and embed preventing bullying behaviour, equalities and diversity strategies in line with RespectMe guidance/toolkit.</p> <p>4/ Develop opportunities and experiences to ensure S4 students regularly contribute to the wider life and ethos of the school as a community</p>