

Winchburgh Academy

School Improvement Plan

2025-2026



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 Auldcathie Park to the North, with a rich and versatile range of outdoor learning opportunities available on our doorstep. From August 2025, the school will have two catchment primary schools, Winchburgh Primary School and the newly opened Hawkhill Primary School. The school roll in session 2025-26 will be approximately 240 S1-S4 students, and the building has a capacity of approximately 660 students. Creativity across the campus and cluster is well planned to ensure high quality learning experiences and to meet the needs of all young people. Digital learning is a key focus for all learners based on strong foundations for inclusive pedagogy. Winchburgh is a rapidly evolving 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, many 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:

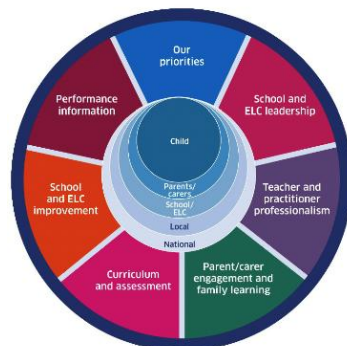
To be a school community that is sector leading in providing excellent experiences, opportunities and outcomes for all young people - united in the joy of learning, collaboration and improvement to build healthy and successful futures.

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



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Summary of Winchburgh Academy Priorities 2025-2026

Learning, Teaching & Assessment

Our Curriculum

Wellbeing, Equality & Inclusion, Personal Support



Inter-Disciplinary & Project Based Learning

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Parental Involvement

Priorities for Improvement

Learning, Teaching & Assessment

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
Increased consistency and confidence of all staff across the school to ensure high quality, inclusive learning, teaching and assessment in all classes, including a focus on LTA in the senior phase/SQA classes (S4).	2.3, 1.3 & 3.1	Implement a high-quality professional learning programme in partnership with Sinclair Academy to ensure all staff are supported to continuously self-evaluate and improve their practice.	Sept 2025	C Kerr K Borthwick C Ssentamu	Almost all learning, teaching and assessment evaluated as 'good' or better across the school with an increased percentage of those evaluated as 'very good' or 'excellent'.	
		Review and update our Staff Learning, Teaching & Assessment Toolkit/Handbook in partnership with students, staff and parents/carers, including a further focus on digital learning approaches.	Jan 2026	C Kerr K Borthwick C Ssentamu R King (digital)	<ul style="list-style-type: none"> - Faculty SSE programme - Internal Faculty programmes - Learning Together Fortnights - People's views (staff, students, parents) 	
		Consistent whole school and individual faculty self-evaluation systems and strategies are in place to gather evidence for LTA evaluations.	September 2026	J Mitchell & C Kerr		
Robust and effective whole school and individual faculty tracking and monitoring approaches in the BGE and the Senior Phase (S4) support all young people to attain, achieve and progress at excellent levels.	2.3, 1.3 & 3.1	Design and implement an effective whole school senior phase tracking, monitoring and reporting system – including individual faculty strategies.	September 2026	C Kerr R King J Mitchell	All young people are progressing at excellent individual levels.	
		Implement a short life TMR school improvement group to support this action.			Accelerated progress is evident for targeted/identified young people with references poverty related attainment gap (PEF).	
		All staff will engage in appropriate SQA Understanding Standards events.	February 2026		Increased percentage of boys achieve 3 rd and 4 th level literacy by the end of S3.	
		All ELT colleagues will engage in 'Insight' CLPL to further support effective data interpretation skills.	June 2026		<ul style="list-style-type: none"> - Attainment & achievement over time data - ACCEL data - SNSA data - CAT data - SQA data 	
		All ELT colleagues will engage in further 'Power BI' training to support effective data interpretation.	June 2026			
		With reference to WLC RAISE plan 2025-26, all staff will engage in WLC Network professional learning afternoons (including moderation	May 2026			

		activities and SQA understanding standards)				
		Whole School SQA policies, practices and protocol designed and implemented (Assessment, AA, Moderation, Entries, Admin)	September 2026	C Campbell C Kerr J Mitchell C Ssentamu	Clear, approved and understood policies/practice. - <i>Attainment & achievement over time data</i> - <i>Tracking and monitoring data</i> - <i>Peoples' views</i> - <i>Faculty SSE programmes</i>	
Further improved system to track and monitor the wider achievement and participation of all young people.		Adapt and improve the wider achievement and participation tracking system to ensure timely and effective interventions to support and engage all young people.	September 2026	C Kerr	Almost all young people are engaged in and participating regularly in wider achievement/participation experiences. - <i>Monitoring and tracking data</i>	
Almost all young people achieve at least 3 rd level and improved percentage of young people achieving 4 th level in literacy (particular focus on writing) and numeracy by the end of S3.	3.2 & 2.3	Evaluate and further improve literacy and numeracy interventions to ensure all young people are supported fully. Interventions/curriculum design in literacy to further support/challenge literacy achievement of boys in the BGE.	September 2025	C Ssentamu K Borthwick C McNally	<ul style="list-style-type: none"> - <i>BGE Tracking.</i> - <i>YARC.</i> - <i>ACEL data.</i> - <i>SNSA.</i> 	
		Further establish LTA approaches in targeted literacy and numeracy 'periods' into the BGE (S1-3) TT designed by SFL, Pupil Support, English & Maths staff.	March 2026	C Ssentamu S Oliver K Borthwick C McNally		
		Design Maths learning consistently in partnership with associated primary school colleagues in line with the Building Thinking Classrooms model and methods/strategies (including appropriate CLPL for Maths staff & partnership working with cluster primary schools with reference to WLC RAISE plan 2025-26).	May 2026	C McNally	<ul style="list-style-type: none"> - Learning visits/observations - People's views (students and staff). 	

Our Curriculum

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
A well planned, high quality senior phase (S5 & S6) 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' consult on, further design, and communicate our S5-6 (senior phase) curriculum. This includes designing a fully inclusive and extensive options programme for all young people.	Consultation completed by December 2025. New S5-6 curriculum agreed by February 2026.	C Kerr J Mitchell ELT	People's views. Curriculum plan/options confirmed.	
Our curriculum (BGE and senior phase) is fully inclusive for all learners providing pathways and experiences ensuring all learners are prepared fully for successful and ambitious post school opportunities.	2.2, 2.7	A programme in place to fully implement use of My World of Work profiling for all learners. Robust approaches to DYW across the curriculum, driven by the context of our school, working closely with community and partners. Design and implement a Work Experience programme and qualification for all young people in S4. A wide range of inclusive senior phase courses and qualifications are available to meet the needs of all young people.	September 2025 June 2026 October 2026 March 2026	R Carter S Oliver R Carter C Kerr R Carter C Kerr C Kerr ELT	S3 Profiling Tracking and monitoring Peoples' views Faculty SSE programme SQA data Attainment & achievement data. All young people leaving school enter a positive post school destination	
Through improved awareness of the national Curriculum Improvement Cycle, all staff review and further design our curriculum to meet the needs of all young people.	2.2	Faculties continue to review and improve the BGE curriculum in depts/faculties.	June 2026	C Kerr & J Mitchell	Attainment & achievement over time. Attendance and engagement of young people. Peoples' views.	

Wellbeing, Equality & Inclusion, Personalised Support

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
Our school community has a shared understanding of wellbeing, equality and inclusion and staff ensure that inclusion and equality leads to improved outcomes for all learners.	3.1 3.2	Engage in a WLC 'CIA' visit to support our self-evaluation of well-being, equality, inclusion & personalised support	Feb 2026	S Oliver C Ssentamu ELT All Staff	CIA feedback/evaluations. Peoples' views.	
		Appoint an Acting PT Pupil Support with a key responsibility for supporting all staff to further improve inclusive practice and pedagogy across the school to further support staff to meet the needs of all young people.	Sept 2025	J Mitchell	Faculty SSE programme. Attendance data HWB surveys Ethos surveys	
		Further improve and support inclusion of young people with ASN, particularly those with neurodiverse additional support needs (ASD/ADHD) including staff CLPL, resources and experiences.	June 2026	Acting PT Pupil Support (tbc) C Kerr S Oliver J Mitchell		
		Embed a high-quality provision of experiences to support the learning of young people accessing interventions in Pupil Support including core subject teaching staff support/availability.	Sept 2026			
		All staff engage in Maybo training (CLPL) as part of the WLC and revised school Positive Relationships Policy.	June 2026	S Oliver C Ssentamu J Mitchell		
		Introduce a 'buddy' system for senior phase students to support younger students.	Sept 2025	S Oliver C Ssentamu		
Attendance Improve average attendance to 92.5%. S4 average attendance target at least 91%. 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.	2.3, 2.2, 2.7, 1.3 & 3.1	Re-design the role/responsibilities of our attendance support worker to meet the targets set. Plan and implement interventions and programmes to support attendance and ensure engagement of target groups. Further embed and develop 'My Academy' curricular programme offers to engage and inspire all young people based on passions and personal interests/wider achievements.	June 2026	S Oliver SLT (CK&JM) Attendance Support Worker Pupil Support SLT C Kerr J Mitchell ELT	Attendance data Peoples' views Tracking of overall student progression across different curricular areas HWB Surveys	

		<p>Further design and implement strategies to support attendance based on the views of our young people.</p> <p>Design and implement an online learning offer to support young people during extended periods of absence from school.</p>		<p>Attendance Support Worker Pupil Support</p> <p>Acting PT Pupil Support</p>		
<p>PSHE curriculum programmes are reviewed and improved to meet the needs of all learners, based on our context and community and reflect national changes/expectations</p>	<p>2.3, 3.1</p>	<p>S1 – S4 PSHE curriculum review/re-fresh and update.</p> <p>PSR content programme designed, communicated and implemented.</p> <p>Senior phase (S4) programme in place to support young peoples' study skills/techniques.</p>	<p>June 2026</p> <p>September 2025</p> <p>March 2026</p>	<p>S Oliver Acting PT Pupil Support</p> <p>S Oliver</p>	<p>HWB Surveys</p> <p>Student views</p> <p>Attendance data</p> <p>Exclusion data</p>	

Priorities for Consolidation

Wider Life & Ethos of the School Community

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
All young people are key decision makers in our school and across our community.	2.2, 2.3, 3.1	Further establish our Academy Parliament/Student Council as a platform to listen to and act upon the views of our young people in both 'operational' and 'strategic' matters	October 2025	M Nicholson	Peoples' views Ethos & HWB surveys School self-evaluation frameworks including learning visits/observations.	
		Update/re-design student school improvement/consultation groups (student leadership groups) reflecting our improvement priorities.	October 2025	TBC		
		As part of their self-evaluation approaches, all curriculum/faculties to design and implement effective strategies for listening to and acting on student voice (LTA, curriculum, wider achievement opportunities)	October 2025	C Kerr ELT		
Revised and updated Positive Relationships Policy created, agreed and implemented.	3.1	In line with SG and WLC policy, and in partnership with our cluster primary schools, update and revise our Positive Relationships Policy.	January 2026	S Oliver	Peoples' views HWB survey Ethos survey	
		Revise and embed preventing bullying behaviour, equalities and diversity strategies in line with RespectMe guidance/toolkit.	March 2026	S Oliver	Seemis data (records of incidents/records)	
All students in the senior phase have experiences to contribute to the wider life and ethos of their school and community.	1.3, 3.1, 3.2	Design and implement appropriate activities and events for all students to continue to engage in and identify with their school community.	October 2025	TBC	Tracking & monitoring Peoples' views	
		In partnership with young people and parents/carers, consult on and agree school strategies including modernising approaches to our range of school dress/uniform, particularly for learners in the senior phase.	March 2026	J Mitchell	HWB survey Ethos survey	

Parental Involvement

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
Increased number of parents and carers work in partnership with the school and with staff and are actively involved in decision making and the life and work of the school.	2.5, 2.7, 3.2, 3.3	Further embed the Parent Council as a key working group in strategic school decision making and school improvement.	June 2026	J Mitchell	Peoples' views (parent/carers surveys)	
		Increase the number of parents/carers as members of school improvement working groups, ensuring our full school context/community is represented effectively.	By April 2026	J Mitchell	Attendance/engagement of parents/carers	
		Strategies for parents/carers to contribute to DYW approaches/events/offers are in place and effective.	By June 2026	R Carter	Ethos & HWB surveys	
Parents/carers are actively engaged in their children/young peoples' learning.	2.5, 2.7, 3.2, 3.3	A parental engagement strategy is designed and implemented to support parents/carers.	June 2026	TBC		
		A home learning/homework strategy/policy is designed and implemented - BGE and Senior Phase.	October 2026	TBC		

Priorities for Understanding

Inter-disciplinary and Project Based Learning

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
All staff have an improved understanding of 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.	October 2025.	R Carter	Peoples' views (staff, students and parents/carers)	
		Engage with relevant literature and research and engage relevant staff in professional learning opportunities.	June 2026	R Carter	CLPL attendance	

Family Learning

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
All staff and parents/carers have an improved understanding of family learning based on the needs of our context and community.	2.5 & 2.7	Using data and peoples' views, a focus for our family learning programme/strategy is identified an agreed.	October 2025	C McNally Pupil Support	Peoples' views	
		An effective family learning programme is designed, implemented and evaluated.	June 2026	C McNally Pupil Support		

Practitioner Enquiry

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
All staff have an improved understanding of the key features of high-quality practitioner enquiry.	1.3, 2.3	A pilot practitioner enquiry programme is in place with at least 20% of staff engaged in line with whole school LTA identified priorities and individual CLPL needs.	June 2026	R King	Peoples' views (staff and students)	
		Through INSET and staff meetings, all staff are made aware of the key features of high-quality practitioner enquiry and the rationale behind it with a view to further establishing our strategy into session 2026-27.	June 2026	R King	Self-evaluation programme (observed lessons, SSE)	