

Winchburgh Academy

Standards and Quality Report

2025-2026



About Our School

School roll 2025-2026	Cluster Primary Schools
243	Winchburgh Primary School Hawkhill Primary School

Leadership Team

Headteacher	J Mitchell
Depute Headteacher	C Kerr
Depute Headteacher	S Murray <i>(from April 2026)</i>

Student Quintile Distribution

1	2	3	4	5
3.31%	24.4%	3.61%	59.34%	0.9%

Free School Meal entitlement: 10.54%

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

Priorities from Session 2025-2026

Improve:

1. Learning, Teaching and Assessment
2. Curriculum
3. Well-being, Equality & Inclusion, Personal Support

Consolidate:

1. Wider life & Ethos of the School Community
2. Parental Involvement

Understand:

1. Inter-disciplinary & Project Based Learning
2. Family Learning
3. Practitioner Enquiry
- 4.

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%

Improvement Priority 1	Learning, Teaching & Assessment (LTA)
<i>Desired outcomes</i>	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). 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. Further improved system to track and monitor the wider achievement and participation of all young people. Almost all young people achieve at least 3rd level and improved percentage of young people achieving 4th level in literacy.
<i>What did we do?</i>	Reviewed and updated our Staff Learning, Teaching & Assessment Toolkit/Handbook in partnership with students, staff and parents/carers. Further embedded consistent whole school and individual faculty self-evaluation systems and strategies. Designed and implemented a whole school senior phase tracking, monitoring and reporting system – including individual faculty strategies. Designed and implemented whole School SQA (QS) policies, practices and (Assessment, AA, Moderation, Entries, Admin). All staff engaged in WLC Network professional learning afternoons (including moderation activities and SQA understanding standards events). Adapted and improved the wider achievement and participation tracking system to ensure timely and effective interventions to support and engage all young people.
<i>What did we measure and why?</i>	The quality of learning, teaching and assessment in classes across the school. <i>To know how good learners' experiences are in our school.</i> The attainment and achievement of young people in the BGE and senior phase. <i>To know how well our young people are progressing, attaining and achieving (with relevant comparisons to our virtual comparator, national and local indicators).</i>

<i>Impact on learners and / or staff (what are the measures indicating?)</i>	• The majority of lessons observed in the BGE are self-evaluated as being ‘good’ or better. • Most lessons in the senior phase observed are evaluated as being ‘good’ or better. • By the end of S4, almost all learners have achieved at least level 4 literacy and numeracy with most achieving level 5 literacy and numeracy – both higher (level 5 significantly) than our virtual comparator (VC). • By the end of S4 our average complementary tariff points are above our VC, local and national averages in every measure. • By the end of S4 almost all learners achieved at least: - 5 National 3 qualifications (around 9% higher than our VC) - 5 National 4 qualifications (more than 11% higher than our VC) • By the end of S4, the majority of learners achieved at least 5 National 5 qualifications (more than 10% higher than our VC) • By the end of S3 most learners achieved at least CFE 3rd level literacy with the majority achieving level 4 • By the end of S3, most learners achieved at least CFE 3rd level in numeracy with the majority achieving level 4. • Almost all young people engaged regularly in at least one wider achievement experience/activity including all looked after/care experienced young people
<i>Next steps</i>	(i) Further improve the confidence and consistency of all staff to plan and facilitate inclusive pedagogy to meet all learner needs. (ii) Continue to build effective self-evaluation processes and system at all levels. (iii) Continue to raise attainment of all learners, supported by intelligent use of data and target setting. (iv) Further improve our offer of wider achievement experiences/activities for young people (particularly those with at least one ASN). (v) Ensure highly effective moderation practices are providing staff with confidence and consistency in all national qualifications (Qualification Scotland).

Improvement Priority 2	Curriculum
<i>Desired outcomes</i>	Plan a high-quality senior phase curriculum (with focus on S5) designed to offer suitable and ambitious learning pathways for all young people based on our culture and context, skills for learning, life and work. 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.
<i>What did we do?</i>	In partnership with our established 'Curriculum Design Hub' we consulted on, further designed, and communicate our senior phase curriculum. This included designing an inclusive and extensive options programme for all young people.
<i>What did we measure and why?</i>	How well our curriculum offers high-quality experiences across the four contexts of learning. <i>To know what is working well and what needs to be reviewed/considered.</i> How well our senior phase curriculum met the need of all young people. <i>To establish what is working well and what requires to be introduced/considered to further extend our offer to ensure all young people can achieve, attain and progress at excellent individual levels.</i>
<i>Impact on learners and / or staff (what are the measures indicating?)</i>	• All S1 students engaged in an extended programme of outdoor learning as part of their curriculum offer. • Almost all S2 students engaged in an S2 Residential experience. • By the end of S3, the majority of learners achieved the bronze Duke of Edinburgh Award. • By the end of S4, almost all young people achieved at least 5 National 4 qualifications with the majority attaining at least 5 National 5 qualifications. • Almost all parents/carers agreed that young people are provided with experiences that meet their learning needs.
<i>Next steps</i>	(i) Further improve the understanding of all staff in curriculum making and how to meet the needs of all young people. (ii) Continue to expand our curriculum in partnership with Sinclair Academy and the West Lothian Virtual Academy to ensure it is fully inclusive providing pathways for all young people into positive, sustained post school destinations. (iii) Design a well-planned, high-quality S6 curriculum and experience. (iv) Further develop key aspects of our PSE programme in line with national guidance. (v) Support all staff to understand and develop confidence in the national curriculum improvement cycle.

Improvement Priority 3	Well-being, Equality & Inclusion, Personal Support
<i>Desired outcomes</i>	Our school community has a shared understanding of wellbeing, equality and inclusion and staff ensure that inclusion and equality leading to improved outcomes for all learners. Improve average attendance to 92.5%. 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.
<i>What did we do?</i>	Engaged in a WLC 'CIA' visit to support our self-evaluation of well-being, equality, inclusion. Appointed an Acting PT Pupil Support (Development Post) 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. Appointed a DHT Support to strategically lead on all associated improvement priorities. Revised our Positive Relationships Policy in line with national and local guidance. All staff engaged in Maybo training (CLPL) as part of the WLC and revised school Positive Relationships Policy.
<i>What did we measure and why?</i>	Attendance. <i>To identify trends and patterns to consider support for those identified groups (ASN & FME)</i>
<i>Impact on learners and / or staff (what are the measures indicating?)</i>	• Almost all young people indicate feeling safe at school. • Almost all young people indicate that there are no school costs that prevent them from attending school. • Most students report feeling treated fairly and with respect by staff. • Almost all students report that they have not experienced in-person or cyber bullying.
<i>Next steps</i>	(i) Improve overall attendance, with a particular focus on those experiencing challenges through poverty. (ii) Implement a provision and curriculum for young people requiring enhanced/ targeted support and interventions to fully support and accelerate their learning and progress. (iii) Further develop and embed our revised Positive Relationships Policy.

Other actions of note during session 2025-2026:



Campus Day of Culture



Achieved Gold School Sport Award



Music & Performance Success (School Show and School Concerts)



Community Engagement (publishing 'See Me Now' and Winchburgh Developments)



National Football Success – Girls SPAR Plate
Winners



Maintained UNCRC Gold RRS Award