

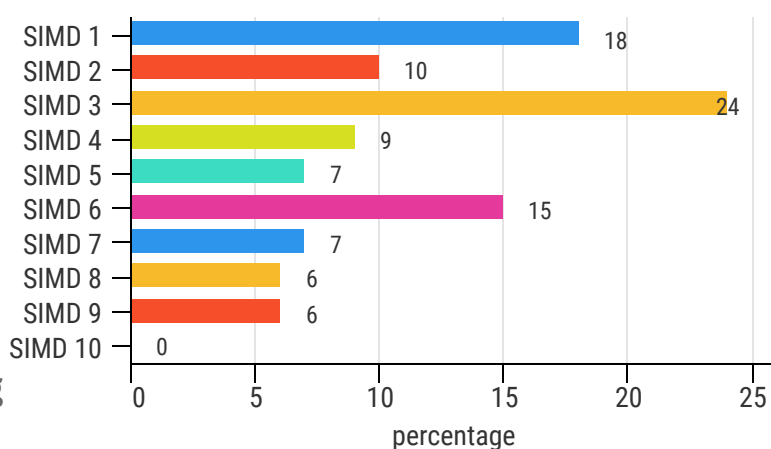
# Compassion Integrity Respect

## Whitburn Academy

### 2018-19 Standards and Quality Report

#### About our school

Whitburn Academy is a non-denominational secondary school serving the communities of Whitburn, East Whitburn, Longridge, Fauldhouse, Stoneyburn and Greenrigg in West Lothian. The school was built in 1967, refurbished between 2001-2003 and celebrated its 50th year in 2017. The school is the recipient of a number of prestigious local and national awards. First Minister's Reading Challenge Inspiration Award. The school's Mental Health & Wellbeing initiative is the West Lothian Council STELLAR Award winner and winner of the COSLA Excellence Awards tackling inequalities and improving health category. In session 2018-19 Whitburn Academy had a roll of 818 and 27% of pupils were entitled to free schools meals. The SIMD distribution is as follows:



### Whitburn Academy: a community learning together

**Our Vision: "Empowering our young people to learn & achieve, allowing them to thrive now & in the future"**

We aim to achieve our vision by:

Embedding a culture & ethos in which our actions and interactions are based on our shared values of Compassion, Integrity & Respect

"Providing outstanding learning experiences which engage, motivate & challenge our young people & inspire a lifelong love of learning"

"Inspiring our young people to achieve their potential by providing a curriculum that facilitates their own unique learning journey"

"Ensuring we are a fully inclusive learning community where the wellbeing of all is our priority"

"Supporting & encouraging our young people to achieve through participation in all aspects of their school life"

#### What we planned to improve last year:

To embed our new vision and values

To review our approach to positive relationships and behaviour

To continue to develop our learning and teaching practice

To focus on skills and digital literacy

To further develop our curriculum to ensure it meets the needs of all learners

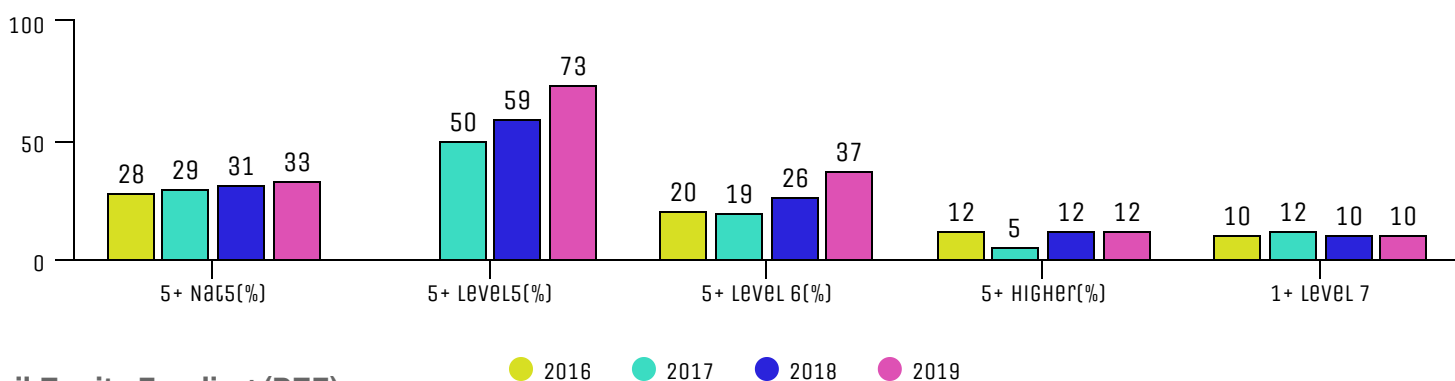
All learners are appropriately supported and challenged to attain and achieve the highest literacy and numeracy levels possible

Our learners are fully aware that their mental health has a significant impact on their motivation, resilience and confidence. They can openly discuss issues in relation to their mental health & know that they will be fully supported and listened to

To implement the 'career ready standard' so that all learners know how their learning links to the world of work



#### our attainment



#### Pupil Equity Funding (PEF)

**What is PEF?** Pupil Equity Funding is allocated directly to schools and targeted at those children most affected by the poverty related attainment gap. Funding is used for additional staffing or resources to help reduce the poverty related attainment gap. The funding is distributed on the basis of the numbers of pupils in P1-S3 known to be eligible and registered for free school meals.

**What have we done with the money?** In Whitburn Academy, PEF funding has been used to target: 1. groups of pupils who will benefit from a specific approach to learning in literacy, numeracy or an aspect of health and wellbeing 2. to train staff to work with groups of pupils who would benefit from a specific approach in learning

#### What has been the impact?

Literacy, numeracy and wellbeing are improved as a result of PEF. The school is the winner of the prestigious First Minister's Reading Challenge Inspiration Award. The school's Mental Health & Wellbeing initiative is the West Lothian Council STELLAR Award winner and winners of the COSLA Excellence Awards tackling inequalities and improving health category.



## Our Priorities for 2019-20

### Priority: Raising Attainment

Our vision, values and aims are embedded & embraced by all in our school community.

Our culture & ethos is based on our shared values and is built on a strong foundation of positive relationships

All our young people consistently experience high quality learning in every classroom.

Our learners benefit both directly & indirectly from staff professional learning.

Attainment gaps in the learning of our most vulnerable pupils are identified and reduced.

The design and rationale for our curriculum takes full account of the data which gives our school its context. Our curriculum meets the needs of all learners.



### Priority: Improvements in Literacy for All

All learners are appropriately supported and challenged to attain and achieve the highest literacy levels possible

Improved staff confidence and consistency in using professional judgement to evaluate learner progress



### Priority: Improvements in Numeracy for All

All learners are appropriately supported and challenged to attain and achieve the highest numeracy levels possible

Improved staff confidence and consistency in using professional judgement to evaluate learner progress

### Priority: Improvement in all Children and Young Peoples' Wellbeing

All staff recognise their responsibility in supporting learners HWB and play a key role in doing so.

Our learners and staff are fully aware that their mental health has a significant impact on their motivation, resilience and confidence. They can openly discuss issues in relation to their mental health & know that they will be fully supported and listened to.



### Priority: Improvement in employability skills and sustained, positive school leaver destinations for all young people

All learners are fully aware of how their learning in school connects and prepares them for the world of work. Staff are regularly making these connections explicit to learners during lessons using a range of resources to support this.

