

WHITBURN ACADEMY SCHOOL IMPROVEMENT PLAN (Recovery Phase)

2020 / 2021

A **community** learning **together**

Factors Influencing the Improvement Plan

School Factors

Addressing Action Points identified in school's Self Evaluation procedures
Cluster Improvement Priorities
Flexible early learning and childcare implementation

Local Authority Factors

Moving Forward in Learning Guidance – Leadership for Improvement; Learning, Teaching and Assessment; Wellbeing and Inclusion; Early Years Framework
Raising attainment, including closing the gap ([West Lothian Raising Attainment Strategy](#))
Transforming Your Council
[Corporate Plan](#)
Education Services Management Plan
West Lothian Parental Involvement and Engagement Framework
Increased entitlement to early years' provision

National Factors – need to add anything specific to response

National Improvement Framework / Scottish Attainment Challenge / National Improvement Hub / Raising Attainment for All
Pupil Equity Funding
How Good is Our School? 4th Edition and How Good is Our Early Learning and Childcare?
Getting it Right for Every child (GIRFEC)
Curriculum for Excellence
Developing Scotland's Young Workforce
Building the Ambition
Child Protection Procedures
GTCS standards and professional update



Whitburn Academy's Vision, Values & Aims

Vision: Empowering our young people to learn and achieve, allowing them to thrive now & in the future.

Values: Compassion, Integrity, Respect

Aims:

- 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 and 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.

Curriculum Rationale:

The curriculum in Whitburn Academy is informed by the vision statement for the school: “Empowering our young people to learn and achieve, allowing them to thrive now, and in the future”; by our strategic aim for curriculum: “Inspiring our young people to achieve their potential by providing a curriculum that facilitates their own unique learning journey”; and by our values: “Compassion, Integrity, Respect”.

Our vision for the school, our curriculum, and our young people is informed by the context of the school, and the wider economic context. Factors included in the context of the school are: the local communities of Whitburn, East Whitburn, Longridge, Fauldhouse, Stoneyburn and Greenrigg, and the wider community of West Lothian; the school roll, SIMD distribution and FME; the learning needs of each cohort; linked experiences in associate primaries; and, views of the young people.

Economic factors influencing curriculum change are as follows: the number of pupils entering a positive destination; the distribution of destinations between Further Education, Higher Education, Employment, Activity Agreement or Training, Unemployed but not seeking employment. The school has a strategic approach to ensuring that all individuals and groups of young people are able to succeed in entering the positive destination which best suits their pathway. Our curriculum extends beyond traditional subject areas to include wider achievement ‘bundles’ and are designed to include: Core Skills of Literacy, Numeracy, Health and well-being which are required for all employers, sectors and destinations. Our curriculum is designed to provide young people with career management skills, opportunities to develop the four capacities, and links to the world of work to ensure that the maximum number of leavers possible move from unemployed (seeking or not) to employment. This is delivered through the Skills pathway in S6, or earlier for those pupils who undertake a blend of Highers and other qualifications.

At Whitburn Academy, the ongoing development of our curriculum; informed by these factors influencing change, is designed to “deliver fairer outcomes for our children and young people. We are investing in their education so that they can achieve their aspirations and thrive,” (National Improvement Framework. 2017. P2. Paraphrase) and ensures that all pupils are prepared to transition into a work sector where employment prospects are positive, and they can ‘thrive now, and in the future’.

Our curriculum has developed as follows. Developments are broken into 3 levels of curriculum. Meso – structural curriculum. Macro – curriculum in and beyond the classroom. Micro – curriculum delivery linked to learning and teaching.

Contextual Data Analysis and Rationale for 2020/21 School Improvement Plan

HWB

Throughout lockdown, support staff made upwards of 300 calls to young people and their parents and carers every week. This was supported by the schools use of hard data, as well as staff knowledge of individual family circumstances. Feedback from parents and carers often indicated that these calls were the only support families were receiving, with some anticipating the call to hear a friendly voice. Staff have continued to engage positively with these families as a result of the relationships built during lockdown. During Lockdown the school carried out a survey and responded to this to provide a support package tailored to the need pupils identified in the survey. This included: sleep; stress and anxiety; and general HWB. Since our return all young people have completed a HWB survey and as a result individuals and groups have had targeted support around feeling safe, which was the key indicator pupils identified. Much of this focused on concerns for safety as a result of covid-19.

Raising attainment for all, particularly in literacy and numeracy.

In Whitburn, we have been developing our learning and teaching position paper over the last 3 academic sessions. During lockdown there were significant advances in practice, particularly relation to digital pedagogy. Throughout lockdown almost all staff attended CLPL on digital learning. These sessions ran weekly. As a result of the advances in practice made during and after lockdown, our lockdown engagement data, pupil feedback, parent feedback, and staff self-evaluation; we have identified a need to work on self-directed learning skills so that our learners can fully benefit from the digital learning which is now in place.

Closing the attainment gap between the most and least advantaged children.

During lockdown Whitburn Academy adopted a data-led approach to ensuring that those young people who required equipment to continue learning at home, received what was necessary. Netbooks were made available or delivered to young people and where infrastructure was not in place for digital learning, pupils were provided with bespoke learning resources on a standalone device. For those young people who struggled to engage during lockdown, and young people for whom lockdown has knock-on effects on families and health, a strategy is required to allow us to support pupils on a bespoke basis so that they can continue to learn through digital technology as they return to school. In Whitburn Academy, our data on digital engagement will empower staff so that they can ensure the needs of all pupils are met. All staff need to be able to ensure that no young person is disadvantaged through digital poverty by providing devices or pedagogical solutions.

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

Online targeted support is required to support young people who have just moved on from school, or are about to move on, and require some additional support. These young people will need to access all of the professionals who can help. The school will have to use its partnerships to ensure that young people can access the support they need, at the point which it is needed. Support will be required for this group to ensure they have the hardware and skills to access all the support available.

Whitburn Academy - School Improvement Planning (Recovery Phase) for Ensuring Excellence and Equity

School priorities linked to knowledge and data as identified on previous page. <i>(observable, measurable outcomes which focus on learning, achievement and wellbeing)</i>	Proposed actions to ensure recovery (BGE & Senior Phase)	Timescale	Measures of Success <i>(include performance data, quality indicators and stakeholders' views)</i>
<p>Improvement in all children and young people's wellbeing:</p> <p>Learners know their wellbeing impacts on their learning. They can assess their own wellbeing and know when and how to seek support.</p>	<p>Wellbeing indicators incorporated into whole school tracker.</p> <p>WL Wellbeing Check-In results analysed and:</p> <ul style="list-style-type: none"> Individual/small group/year group needs identified and interventions implemented Stretch aims agreed & progress tracked <p>Implement HWB Action Plan</p>	<p>Nov 20</p> <p>On-going</p> <p>On-going</p>	<p>Data from tracker indicates specific targets achieved in HWB.</p> <p>Through focus groups and questionnaires all young people report an understanding of the wellbeing indicators and can assess their own wellbeing.</p> <p>Repeated use of the Wellbeing Check In throughout the year indicates improved levels of student confidence in their wellbeing.</p>
<p>Raising attainment for all, particularly in literacy and numeracy:</p> <p>Sustain trend of increasing number of learners achieving L3 & L4 Literacy & Numeracy by end of S3.</p> <p>Staff and pupils develop their skills in digital learning, enhancing the quality of learning and teaching.</p> <p>Staff and pupils develop their capacity for self-directed learning, enhancing the quality of learning and teaching.</p>	<p>All available data utilised to identify pupils whose lockdown experience adversely impacted on their learning. Potential gaps identified and Literacy & Numeracy Action Plans devised to include specific, focused, needs based, interventions.</p> <p>Learning, Teaching Position Paper updated to reflect the shift in expectations with regards digital and self-directed learning</p> <p>Staff digital learning needs identified through PRD, and realised through high quality 'In-house' CLPL</p> <p>All staff engage in a TLC model with opportunities for professional reading, action research, peer observation and feedback, and professional dialogue.</p>	<p>Oct 20</p> <p>Oct 20</p> <p>Oct 20</p> <p>On-going</p>	<p>Data indicates that pre-lockdown stretch aims of 85% achieving L3 and 60% achieving L4 in both Literacy & Numeracy by end of S3 are achieved.</p> <p>Quality assurance process evidences increasing digital skill levels of both staff and pupils.</p> <p>Through focus groups & questionnaires all pupils feedback positively about the consistency of their learning experience in all classes, related to digital and self-directed learning.</p>
<p>Closing the attainment gap between the most and least advantaged children:</p> <p>Increase attendance of young people in Quintile 1 & 2 to 92%.</p> <p>Eliminate gap in L3 Literacy attainment between Q1 & Q4. Eliminate gap in L4 Literacy attainment between Q1 & Q4 Reduce gap in L5 Literacy Attainment by 16% for L5.</p> <p>Eliminate gap in L3 Numeracy attainment between Q1 & Q4. Eliminate gap in L4 Numeracy attainment between Q1 & Q4. Reduce gap in L5 Numeracy Attainment by 10% for L5.</p>	<p>PEF Literacy & Numeracy coordinators appointed.</p> <p>Literacy & Numeracy Improvement Teams, consisting of PTCs English & Maths, PEF Literacy & Numeracy Coordinators, and PT ASN, to devise & implement strategic Recovery Action Plans for Literacy & Numeracy based on data analysis, including lockdown Engagement data.</p>	<p>Aug 20</p> <p>Sept 20</p>	<p>CfE Level and Insight Data evidences no significant attainment gap in Literacy or Numeracy at L3 & L4 between most and least advantaged learners by end of S4.</p> <p>Insight data evidences by end of S4 80% of Q1 & Q2 learners achieve L5 Literacy and Numeracy.</p>
<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p> <p>To ensure that a minimum of 92% school leavers move into a positive post school destination.</p> <p>To fully embed the skills framework across the school.</p>	<p>Targeted SDS, TTW Coordinator and MCMC support.</p> <p>Utilise technology and online opportunities to replace/support real life work placement opportunities and to promote Self Found Placements.</p> <p>Developing young peoples' IT and online communication skills.</p> <p>Continue to develop BGE pupils' skills awareness via regular use of Didbook at strategically planned intervals.</p>	<p>On-going</p> <p>On-going</p> <p>On-going</p> <p>On-going</p>	<p>Insight SLDR data indicates 92% target achieved</p> <p>All S4-S6 leavers experienced real life or virtual work placements.</p> <p>70% of young people on Self Found placements will achieve Work Placement unit L5</p> <p>Quality assurance process evidences embedded skills framework.</p>