



WHITBURN ACADEMY SCHOOL IMPROVEMENT PLAN

2023 / 2024

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



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Relationships

Relevance

Values

Factors Influencing the Improvement Plan

School Factors

Addressing Action Points identified in school's Self Evaluation procedures

Cluster Improvement Priorities

Equity Priorities

Local Authority Factors

Moving Forward in Your Learning priorities

West Lothian Raising Attainment strategy 2023-28

Transforming Your Council

[Corporate Plan](#)

Education Services Management Plan

West Lothian Parental Involvement and Engagement Framework

Equity strategy – WL guidance on Closing the Poverty Related Attainment Gap 2023-24

Secondary annual Raising Attainment plan (to follow)

National Factors

Equity Audit

Moderation Cycle and Assessment

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?, National Standard for ELC

Getting it Right for Every child (GIRFEC)

Curriculum for Excellence Refreshed Narrative

Developing Scotland's Young Workforce

Child Protection Procedures

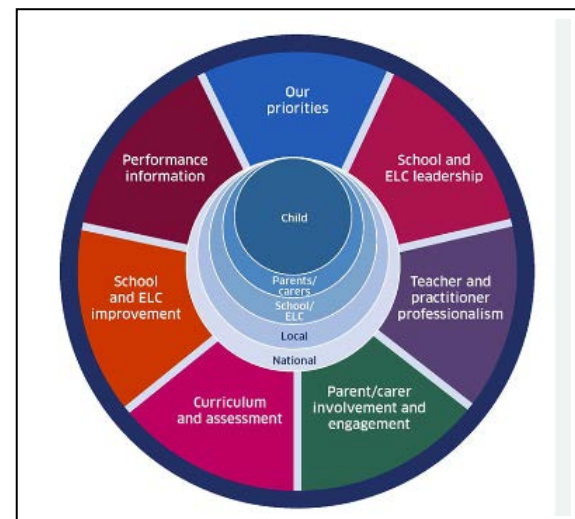
GTCS professional standards and professional update 2021

Achieving Excellence and Equity 2022: National Improvement Framework and Improvement Plan

Putting Learners at the Centre: Towards a Future Vision for Scottish Education, The Ken Muir report, March 2022.

UNCRC

Presumption to provide education in a mainstream setting 2019



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Relationships

Relevance

Values

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." We aim to provide a continually evolving learner centred curriculum, co-designed and co-delivered together with partners, to provide unique inspirational pathways.

Our vision for the school, our curriculum, and our young people is informed by the context of the school, and the wider economic context. Curriculum planning for 2023-2024 has taken account of pupils' prior learning experiences, in particular the additional challenges presented by interruptions to their learning as a result of Covid during sessions 2019-2020 and 2020-2021.

Our curriculum also seeks to capitalise on the skills developed during lockdown and restrictions, building on these and enabling them to be positive impacting factors on learning. Our agile pathways ensure that all young people can transition to positive destinations. Our curriculum extends beyond traditional subject areas to include wider achievement 'bundles' and are designed to include core skills of Literacy, Numeracy, Health and Wellbeing 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 young people enter a positive destination when they leave school.

Our agile approach to curriculum has been 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.

Meso: Additional literacy, numeracy and targeted HWB is in place to ensure that all pupils can access the wider curriculum to the best of their ability. In the Senior Phase pupils are coursed strategically to undertake the maximum possible courses to ensure they can be competitive in the world beyond school. We are continuing to evolve our flexible curriculum to ensure it provides learners with an agile programme which can be tailored to their needs.

Macro: In the classroom adaptations have been made to ensure that the learning model builds on learning from lockdowns and restrictions. Courses have been adapted to take account of the fact that elements of curricula will have progressed at a different pace as a result of the home learning environment, access to resources, and other impacting factors. Our 'opportunities for personal achievement' pathway is under review with a view to mapping accreditations ensuring learners receive credit for all achievements. We are reviewing our learner experience to ensure that we have fully considered the 4 contexts for learning.



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Relevance

Values

Micro: We continue to build on and adapt the pedagogies which allow young people to access learning. A key part of this focus is on developing the digital and self-directed learning skills required to learn successfully in the different ways which have become commonplace in response to Covid-19.

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’.

Contextual Data Analysis and Rationale for 2023/24 School Improvement Plan

Background - 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 as follows: 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.

Data to identify the universal and targeted School Improvement Plan Priorities

- BGE Roll: 498
- Q1 (139) 27.9%, Q2 (142) 28.5%, Q3 (98) 19.7%, Q4 (78) 15.7%, Q5 (5) 1%
- M (256) 51.4% F (242) 48.6%
- FME (127) 25.5%
- LAC (17) 3.4%
- IEP (26) 5.2%
- ASN (195) 39.2%
- CofS Level 1 (305) 61.2%; Level 2 (171) 33.3%; Level 3 (13) 2.6%; Level 4 (4) 0.8%

- SP Roll 361
- Q1 (107) 29.6%, Q2 (88) 24.4%, Q3 (68) 18.8%, Q4 (65) 18%, Q5 (2) 0.55%
- M (178) 49.3% - F (183) 51.7%
- FME (68) 18.8%
- LAC (13) 3.6%
- IEP (2) 0.55%
- ASN (147) 40.7%
- CofS Level 1 (222) 61.5%; Level 2 (111) 30.7%; Level 3(22) 6.1%; Level 4 (2) 0.55%

Wellbeing – The school collects wellbeing data from all young people on a termly basis, in line with WL policy. The results and analysis are used to put interventions and support in place for those young people who require it.

Engagement – Tracking is input, analysed and resulting interventions put in place 4 times every academic session for the Senior Phase, and twice for the BGE. The school has ensured all young people are digitally connected by gathering data from all pupils on their Digital Connectivity status, and providing hardware and connectivity solutions to those who require it. Participation is encouraged across the school, and with the relaxations in restrictions, we aim to see participation levels back where they were pre-covid.



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Relevance

Values

Whitburn Academy - School Improvement Planning for Ensuring Excellence and Equity

School priorities linked to knowledge and data as identified on previous page. <i>Ensure young person at the centre in all priorities, in line with UNCRC.</i>	NIF Driver	Proposed actions	Timescale	Measures of Success
<p>Improvement in all children and young people's wellbeing:</p> <p>Embed a culture & ethos in which our actions and interactions, based on our shared values of Compassion, Integrity & Respect, reflect and promote the rights of the child</p> <p>Improved Attendance</p> <p>Launch whole school Recognising Achievement Rewards System to promote Attendance, Participation and Engagement.</p> <p>Implement new HWB 'dashboard'</p>	<input type="checkbox"/> School and ELC Improvement. <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information	<p>Staff and learner UNCRC Working Groups established to support stakeholders in developing and promoting understanding of children's rights.</p> <p>Review Positive Relationships Policy to ensure explicit links to UNCRC articles.</p> <p>Implement robust Attendance strategy, fully utilising Power BI, to improve universal attendance whilst focusing on targeted interventions for identified vulnerable groups, including Q1 learners.</p> <p>Attendance data rigorously monitored and analysed weekly by House teams, including Family Link Worker, to facilitate early and targeted intervention.</p> <p>Develop effective system to track wider achievement, participation and engagement.</p> <p>Recognise and celebrate success through monthly assembly programme.</p> <p>Regular analysis of HWB check-in data to ensure required action focuses on improving equity in health and wellbeing through appropriate partnership working with identified targeted groups.</p>		<p>Silver Right's Respecting School Award achieved.</p> <p>Revised Positive Relationships policy, underpinned by UNCRC, fully embedded.</p> <p>School stretch aim of 88% overall attendance achieved. Quintile 1 stretch aim of 84% attendance achieved.</p> <p>Tracking & Monitoring system fully embedded. Recognising Achievement Rewards System has direct impact on improved Attendance, Participation and Engagement. Learners report being more involved in wider life of the school.</p>
<p>Raising attainment for all</p> <p>Provide outstanding learning experiences which engage, motivate & challenge our young people and inspire a lifelong love of</p>	<input checked="" type="checkbox"/> School and ELC Improvement <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism	<p>Create L,T&A 'expert' group consisting of HT, DHT LTA, PTCs and 'strong' teacher practitioners to support a deep understanding, and development of consistently strong Inclusive Pedagogy being delivered</p>		<p>SESS rating moves from Good to Very Good VSE in session 2024-2025 validates school rating. Learner voice – Inclusive Pedagogy consistently delivered</p>



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Relationships

Relevance

Values

<p>learning.</p> <p>Inspire our young people to achieve their potential by providing a curriculum that facilitates their own unique learning journey.</p> <p>Continue to ensure every learner is supported to develop their Literacy and Numeracy skills to the highest possible level.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information 	<p>by all classroom practitioners.</p> <p>Continue to deliver focused professional learning opportunities for teachers through the delivery of a dedicated LT&A programme on INSET Days.</p> <p>In-house CLPL programme offers appropriate professional learning opportunities identified from staff PRD returns.</p> <p>All staff participate in Practitioner Enquiry with a focus on Questioning or Feedback.</p> <p>All staff continue professional learning in Inclusive Pedagogy through participation in Subject Network afternoons.</p> <p>Evaluate both the BGE and SP curriculum, taking cognisance of national developments, to ensure our curriculum continues to support learners through their own unique journeys by offering engaging and motivating pathways through the BGE and into the Senior Phase.</p> <p>Continued focus on both universal and targeted approaches to ensure all learners achieve highest possible literacy and numeracy levels by the time they leave school.</p>	<p>by all teachers.</p> <p>High levels of participation in CLPL opportunities.</p> <p>Teacher voice – Practitioner Enquiry participation improves confidence in Inclusive Pedagogy delivery.</p> <p>Teacher Voice – engagement in Subject Network professional learning programme improves confidence in Inclusive Pedagogy delivery.</p> <p>Project Based Learning - S1 Elective courses introduced.</p> <p>Increase N5 availability through our Flexible Curriculum offer.</p> <p>Increase in uptake of Advanced Highers through West Lothian Academy.</p> <p>School Stretch aims achieved:</p> <p>87% leavers achieve Level 5 Literacy 87% leavers achieve Level 5 Numeracy 55% leavers achieve Level 6 Literacy 35% leavers achieve Level 6 Numeracy</p>
<p>Ensuring Equity and Tackling the poverty-related attainment gap</p> <p>To minimise the impact of poverty by ensuring potential barriers resulting in inequity are recognised and removed to allow our young people to achieve their full potential regardless of their circumstances or background.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> School and ELC Improvement <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information 	<p>All West Lothian schools are committed to continuously developing their approach to ensure equity and tackle the poverty related attainment gap. Each school's PEF Summary provides an overview of their approach and an outline of how Pupil Equity Funding is being used to provide a range of universal and targeted approaches and interventions.</p> <p>Pupil Equity Fund Summary</p> <p>Cost of the School Day Action Statement</p>	<p>WL SAC Quintile 1 Stretch Aims achieved:</p> <p>Attendance 84%</p> <p>S3 Literacy 90.1%</p> <p>S3 Numeracy 90.1%</p> <p>1@L5 SCQF Leavers 90%</p> <p>1@L6 SCQF Leavers 65%</p> <p>Initial Positive Destinations 92.2%</p>
<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p> <p>Learners progress to positive and sustained destinations which reflect their aspirations.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> School and ELC Improvement <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information 	<p>Refresh of skills framework</p> <p>Review career education standard</p> <p>S2 curriculum - Development of employability skills including meaningful IDL & Outdoor Learning.</p> <p>Continue to enhance existing Flexible Curriculum Pathways for learners.</p>	<p>Learner voice;</p> <p>Pupils can articulate their own skills development.</p> <p>Pupils report consistent experiences of the career education standard in the classroom.</p> <p>Multi-purpose outdoor learning space fully utilised to enhance employability skills development</p> <p>Increase in number of partners supporting delivery of curriculum.</p> <p>School stretch aim achieved – 95% progress to a sustained positive destination.</p>



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