



## Standards and Quality Report Summary 2022.2023

Linlithgow Academy is a six-year comprehensive school offering over 1300 students in the Linlithgow, Winchburgh and Bridgend communities a progressive, relevant, challenging and enjoyable curriculum with opportunities for personalisation and choice. The school strives to ensure that students have the highest quality learning experiences.

The curriculum offers the full range of National Qualifications and aims to provide experiences that result in a creative and enterprising attitude in our students, to develop young people with a sense of pride and ambition to contribute positively to the local, national and international community.

Linlithgow Academy offers the opportunity for all students to succeed. The very good facilities available, allied to commitment of staff, provides students with the highest possible standard of education in a safe, caring and stimulating environment - an environment in which all members of the school community are valued and their achievements recognised.

Linlithgow Academy recognises that the curriculum is not only 'what' students learn but also 'how' they learn. Emphasis is placed on the student experience and seeks flexibility to ensure that students achieve success in examinations and through personal achievement pathways. The school has 88 teaching staff and departments are organised under the direction of a Principal Teacher Curriculum responsible for each Curricular Area.

Our vision statement 'Learning for Improvement, Aspiring to Achieve' has been under review and will be replaced for session 2023.24.

## Our priorities for session 2022.23 were



Improvement in all young people's wellbeing



Enhance Learning and Teaching



Improvement in employability skills and sustained positive school leaver destinations



Close the attainment gap between most and least advantaged children

## What we achieved...



Good progress has been made in various areas of teaching and learning. Faculty members are actively participating in collaborative BGE learning rounds, fostering professional growth and sharing best practices. The evaluation phase of the learning round has been modified to provide targeted feedback, leading to more impactful improvements in teaching practices. Reflection on feedback is now a regular part of faculty meetings, promoting a culture of continuous improvement. A shared understanding of learner engagement has informed enhancements to teaching practices. PTC learning walks and the Authority VSE model contribute to ongoing evaluation and improvement. Termly meetings focus on building leadership capacity. The SfL staff is exploring digital technology for inclusive learning, and teachers are utilizing OneNote Class Notebook. Improved Wi-Fi reliability allows for a potential digital policy encouraging BYOD. The school has become a Microsoft Incubator School and implemented a cluster digital learning standards framework. More teachers are participating in Microsoft Educator programs, and digital technology is increasingly used to access appropriate SQA AA arrangements. The evidence indicates enhanced teaching and learning practices, improved collaboration, targeted improvements, and better student outcomes.



Several additions and enhancements have been made to the curriculum and support systems within the school. The introduction of new SQA level 5 SFW courses, such as Lab skills and Childcare, has expanded learning opportunities and equipped students with valuable skills. The curriculum will be further enriched with the introduction of Travel and Tourism and the expansion of SFW Hospitality. Higher Applications of Maths at SQA level 6 provides advanced mathematical skills and broader educational pathways. Understanding of the PEF Core stretch Aims has increased through individual meetings, and targeted support packages, such as the "Stations" package, maximize student attainment in Literacy and Numeracy. First Aid training and bespoke support packages for Winter Leavers ensure their academic success and smooth transitions. Attainment meetings and the Progress System address underperformance and promote effective support strategies. Ongoing interventions by the FLW support attendance and engagement. Programmes like Arithmetic and Fresh Start Literacy target specific students for improvement in numeracy and literacy. Forest School and Bikeability opportunities enhance skills and attainment. The SCERT's model and Career Ready Internships provide support for resilience, transitions, and career readiness. The evidence shows various interventions and initiatives that have positively impacted students' well-being, resources, access to learning experiences, and academic achievements. Staff interventions and targeted support have been effective in addressing specific needs and improving outcomes for students.



The implementation of the new Support Structure, sharing of responsibilities by the Year Head, gradual intervention approach in the Small Group Setting, reviewed Nurture area, ongoing WBI self-reporting, relevant PSE curriculum, Anti-Bullying strategy, Equality and Diversity group, Trauma-Informed Practice Training, ASL presentations and observations, Dyslexia Friendly checklist, L5 Mental Health and Wellbeing Award, and MAPA training have all had positive impacts on student well-being, academic performance, communication, support, inclusivity, and safety. These initiatives have created a supportive and inclusive school environment, ensuring students receive the necessary assistance, resources, and strategies to thrive academically and personally.



Our Strategic Plan focuses on achieving positive destination figures aligned with the WL stretch aim of 96.5%. The plan included various initiatives and outcomes, such as the incorporation of UNCRC themes into learning materials, the development of Learning for Sustainability principles, the expansion of pathways across curriculum areas, the consideration of subject time allocation for S1/S2 BGE, the provision of curricular overviews on the school website, the implementation of an integrated S1 Social Studies course, the leadership in STEM with L6 STEM accreditation, the introduction of STEM engagement evenings, and the establishment of new local partnerships for employability and STEM. The evidence shows that these initiatives have had a positive impact, including increased student access to preferred options, a higher number of students attaining Level 6 SCQF qualifications, and improved access to Nat 5 Childcare and Lab skills courses. These outcomes contribute to the overall goal of enhancing skills, careers, and academic achievement across subjects.