

Linlithgow Academy



PROGRESS REPORT FOR SESSION 2022/23

(Standards & Quality Report)

Braehead Road Linlithgow

ABOUT OUR SCHOOL

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 found in a modern Scottish secondary school 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' underpins our improvement rationale

IMPROVEMENT PRIORITIES

Our improvement priorities are always based on the national priorities in the National Improvement Framework (NIF). Below we have indicated what progress we made with these priorities in Session 2019/20, what the impact has been and what our next steps will be to continue to address these priorities in session 2020/21.

We have also shown which NIF driver for improvement we used – you can find out more about the National Improvement Framework and drivers at:

<https://www.gov.scot/publications/achieving-excellence-equity-2022-national-improvement-framework-improvement-plan/documents/>

We have also evaluated our overall provision using quality indicators (QIs) in How Good is our School 4 (HGIOS4) and How Good is Our Early learning and Childcare? (HGIOELC) which is a key aspect of the Scottish approach to self-evaluation and school improvement.

PRIORITY	HOW DID WE DO?
<p>1.</p> <p>To raise attainment, especially in literacy and numeracy</p> <p>Our measurable outcome for session 2021/22 was to</p> <p>enhance the culture of learning and teaching by improving the quality and consistency of pedagogical approaches that promote learner engagement and agency, digital literacy and improved relevance to the world of work.</p> <p>NIF Driver(s):</p> <p><input type="checkbox"/> School and ELC Improvement.</p> <p><input checked="" type="checkbox"/> School and ELC Leadership</p> <p><input checked="" type="checkbox"/> Teacher and Practitioner Professionalism</p> <p><input checked="" type="checkbox"/> Parental Engagement</p> <p><input checked="" type="checkbox"/> Curriculum and Assessment</p> <p><input checked="" type="checkbox"/> Performance Information</p>	<p>We have made good progress.</p> <p>What did we do?</p> <ol style="list-style-type: none"> 1. All faculties are actively participating in BGE (Broad General Education) learning rounds, and most departments are beginning their second cycle. This collaborative approach fosters professional growth and enables sharing of best practices among teachers, resulting in continuous improvement in teaching and learning. 2. Modifications to the evaluation phase of the learning round have been made to ensure that feedback from these rounds directly informs faculty improvement. This targeted feedback enhances the effectiveness of faculty improvement efforts, leading to more impactful changes in teaching practices. 3. Reflection on feedback from learning rounds is now a standing item at all faculty meetings. This promotes a culture of continuous improvement, where teachers have the opportunity to reflect on feedback, share insights, and collectively enhance teaching practices for the benefit of students. 4. Whole staff input on the "purpose of learning," led by PTC (Principal Teacher Curriculum) and DHT (Depute Head Teacher), has informed improvements to learning and teaching practices. This shared understanding of learner engagement supports the development of a cohesive and effective approach to teaching, resulting in enhanced student engagement and achievement. 5. PTC learning walks have been introduced to evaluate classroom practice and identify areas for improvement. The feedback from these learning walks is now a standing item at all faculty meetings, ensuring that the identified areas for improvement receive attention and action, leading to ongoing enhancement of teaching quality. 6. The Authority VSE model is being used to inform ongoing self-evaluation at the faculty level. This rigorous evaluation process ensures that feedback on teaching practice is robust and reliable, enabling targeted improvements in teaching approaches and student outcomes. 7. Termly meetings focus on leading learning and building leadership capacity among the PTC team. The use of a set of interrelated "tools for change" brings greater clarity and consistency to these meetings. This strategic vision for change supports improvements in learning and teaching, empowering teachers to drive positive change in the school. 8. The SfL (Support for Learning) staff is actively exploring the most up-to-date digital technology and collaborating with other schools, including feeder primaries, to investigate the best use of digital tools such as immersive readers and dictation. The draft proposal with requirements will ensure that the school leverages digital technology effectively to support student learning and inclusivity. 9. Majority of teachers are utilising OneNote Class Notebook with at least one class. 10. Installation of wireless access points has resulted in an increasing reliability of our Wi-Fi enabling us to now consider a digital policy that can encourage pupils to bring their own digital devices to school as part of BYOD. 11. We have become a Microsoft Incubator School as part of the Microsoft Showcase Schools Programme. 12. A newly created cluster digital learning standards framework is present and used across all cluster schools. 13. There has been a significant increase in the percentage of teaching staff participating in the Microsoft Educator programmes 14. More pupils have benefited from the increasing use of digital technology to access appropriate SQA AA arrangements. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Enhanced teaching and learning practices, improved professional development, increased collaboration among faculty members. • Targeted feedback improves faculty improvement efforts, more effective teaching practices leading to better student outcomes.

	<ul style="list-style-type: none"> • Encourages teachers to reflect on feedback, share insights, collectively enhance teaching practices, improved student engagement, and achievement. • Shared understanding of learner engagement improves teaching practices, enhanced student engagement, and achievement. • Identified areas for improvement receive attention and action, ongoing enhancement of teaching quality and student outcomes. • Robust and reliable feedback on teaching practice, targeted improvements in teaching approaches, improved student outcomes. • Empowers teachers to drive positive change, improvements in learning and teaching practices, building leadership capacity. • Effective use of digital technology, support student learning and inclusivity, • Improved organisation and digital collaboration among teachers and students. • Improved access to digital resources, facilitates personalised learning experiences through the use of students' own devices. • Fostering innovation and technology integration in teaching and learning practices. • Standardised approach to digital learning across school, ensuring more consistency and alignment in teaching practices. • Enhanced professional development opportunities for teaching staff, improved knowledge and skills in utilising Microsoft tools and resources. • Improved accessibility and support for students with diverse learning needs through the effective use of digital technology. <p>Our next steps will be:</p> <ul style="list-style-type: none"> • Develop an inclusive learning and teaching culture across the school that embeds our refreshed school vision and values • Implement our 'Digital Learning Strategy' to support pedagogy, curriculum and assessment • Increase staff confidence around BGE Moderation and commence improvement work around how we associate this with a renewed Skills Framework • Continue to develop our school curriculum in line with emerging national and international trends • Ensure our Quality Improvement Model supports systematic reflection on practice, self evaluation and collaboration across our school • We will improve Attainment Data from School SSR and PEF stretch aims with a focus specifically on ensuring all attainment data will be, at least, in line with the virtual comparator school
<p>2.</p> <p>To close the attainment gap between the most and least disadvantaged children</p> <p>Our measurable outcome for session 2021/22 was to ensure</p> <p>Our bespoke and targeted curriculum offer will build on challenge and provide flexible pathways to increase attainment opportunities for identified cohorts of learners. Improve attendance and attainment outcomes for targeted cohorts.</p>	<p>We have made good progress.</p> <p>What did we do?</p> <ol style="list-style-type: none"> 1. The introduction of Lab skills (1 class) and Childcare (2 classes) in SQA level 5 SfW (Skills for Work) courses has increased the curriculum provision. This broadens the learning opportunities for students, equipping them with valuable skills and knowledge in these fields. In Session 23-24, Travel and Tourism (1 class) will be introduced, and SfW Hospitality will be expanded to S4, further enriching the curriculum. Additionally, the introduction of Higher Applications of Maths at SQA level 6 (2 classes) provides students with advanced mathematical skills and opens up further educational and career pathways. At level 7 we will pilot the new STEM Young Leader at Level 7 (1 class) 2. At all levels, there is increased understanding of the PEF (Pupil Equity Fund) Core stretch Aims through individual meetings with PTS/C (Principal Teacher Support for Curriculum) and PTs (Principal Teachers). The "Stations" package has been designed to maximise pupil attainment in Literacy and Numeracy, ensuring that students receive targeted support and achieve their full potential in these areas. 3. First Aid training took place for all S5 students before Christmas to support Winter Leavers. Winter Leavers who were still attending school received bespoke packages to maximize their attainment in Literacy/Numeracy and SCQF (Scottish Credit and Qualifications Framework) level 6. This intervention ensures that Winter Leavers

NIF Driver(s):

- School and ELC Improvement.
- School and ELC Leadership
- Teacher and Practitioner Professionalism
- Parental Engagement
- Curriculum and Assessment
- Performance Information

have the necessary skills and support to succeed academically and transition smoothly after leaving school.

4. Attainment meetings with PTS/PTs take place after each Senior Tracking Window. The use of the Progress System to identify underperformance of students is modelled, and good practices are shared regarding supportive learner conversations. This collaborative approach enhances student achievement by addressing any areas of underperformance and promoting effective support strategies.
5. FLW (Family Link Worker) has ongoing interventions in place to support attendance for a targeted cohort. Regular review and adaptation of these interventions meet the changing needs and circumstances of students, fostering improved attendance and engagement with education.
6. The Arithmetic and Fresh Start Literacy programs have been implemented with targeted pupils. The impact of these programs will be measured at the end of the programs, providing valuable insights into student progress and achievement in numeracy and literacy.
7. Forest School and Bikeability opportunities have been introduced in the Skills Station. This development enhances students' skills and attainment, linking outdoor learning experiences with academic achievement for a wider cohort of students.
8. The SCERTs (Supporting Children's Education, Resilience, and Transitions) model is being embedded where appropriate, with targets incorporated into individualised planning documents. Further staff training is required to fully develop this model. Once implemented, the SCERTs model will enhance support for students, promoting their education, resilience, and successful transitions.
9. Career Ready Internships have been completed successfully, and Year 2 is progressing well with graduation scheduled in March 2023. The new S5 intake has been selected and matched with mentors. The second masterclass is about to take place, and students will start meeting mentors independently in February. These internships and mentorships provide valuable real-world experiences and guidance, supporting students' career readiness and future success.

Evidence indicates the impact is:

- All students are given assistance with lockers, school uniform, IT etc if required.
- Wellbeing Baskets have been introduced to every classroom/learning space in the school and contain resources linked to Cost of the School Day and Inclusion and Wellbeing
- There is no charge for resources in CDT/Home Economics.
- We have a positive trip policy that is inclusive for all to access learning experiences.
- All young people have access to period products
- An identified group of young people are supported at Christmas with presents
- The Wellbeing Hub is open at the start of the day/break/lunch for identified pupils
- Identified young people worked through the Success at Arithmetic programme
- Identified young people worked through the Fresh Start Literacy and Reading Progress programmes.
- Our Family Link Worker, Anne Murray was appointed in August 2022 and has been working with a targeted group of young people and their families to improve attendance
- The Wellbeing Hub has been running various HWB interventions focusing on confidence and self-esteem
- Hairdressing, linked to Personal Development and Customer Services Awards was achieved by identified pupils
- Through Bikeability, students gained confidence cycling on the roads and also worked on bike maintenance
- An identified group of young people focused on lifeskills cooking and healthy lifestyle.
- S1/S6 Coaching For Improvement programme ran with the aim of building positive relationships

	<ul style="list-style-type: none"> • Analysis of data collected from HWB Self-Reporting has helped inform appropriate interventions • Identified students successfully worked on a number of team building activities as part of Outdoor Education • A group of identified young people were introduced to Lego Therapy to develop social skills • Identified pupils worked through the John Muir Award, creating a sustainable garden in school • A group of our EAL students have been given targeted support to achieve their ESOL qualification • To give back to Linlithgow Academy community, a group of students have been working to tidy the quad. They have successfully painted and refurbished the broken benches. • Smile Counselling supports students 2.5 days a week • Working alongside Community Learning and Development, a group of young people achieved a Dynamic Youth Award. • Students have been tidying the grounds to ensure the residents can enjoy the outdoor spaces at Linlithgow Care Home • Motor Sport Scotland have been supporting students focussing on survival skills and learning bike maintenance • Broxburn Boxing Club have been working with students with a particular focus on fitness, confidence and discipline • A group of young people have been working with Linlithgow Rugby Club to improve fitness and gain confidence • Identified students were involved in Youth Action Project programmes including Music, Cooking and Construction • LYPP have supported a number of young people through their mentoring programme • The majority of senior students achieved Level 5 or Level 6 First Aid • Our Educational Psychologist worked with students to support them understand anxiety, triggers and coping strategies • Pupils worked with our Sports Co-ordinator to support P7 students through a variety of sports leadership activities. • All Winter Leavers still attending school passed Emergency First aid Level 6 • A bespoke Numeracy intervention took place to support Winters leavers to attain L5 Numeracy if they had not previously attained this. All pupils still attending school attain this. • 35 pupils passed N5 Childcare and 11 pupils passed N5 Lab skills • Due to the increased focus on SIMD 2 pupils, staff are more aware of these pupils and more interventions have been put in place to support them to attain <p>Our next steps will be:</p> <ul style="list-style-type: none"> • Continue with our PEF Summary Plan and Cost of School day action statement session 2022.2023 • Develop an inclusive classroom culture across the school that embeds our school vision and values • We will continue to develop our school curriculum in line with emerging national and international trends
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<p>3.</p> <p>To improve children and young people's health & wellbeing</p>	<p>We have made good progress.</p> <p>What did we do?</p> <ol style="list-style-type: none"> 1. The new Support Structure is embedded, ensuring that students are aware of their designated point of contact and how to access support. This leads to improved student well-being and academic performance as they have a clear support system in place.
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Our measurable outcome for session 2021/22 was to ensure....

Everyone in our learning community shares the responsibility for creating a positive ethos and a climate of respect and trust - one in which we prioritise wellbeing, recovery and engagement in learning and wider school life

NIF Driver(s):

- School and ELC Improvement.
- School and ELC Leadership
- Teacher and Practitioner Professionalism
- Parental Engagement
- Curriculum and Assessment
- Performance Information

2. The sharing of the role and responsibilities of the Year Head with the school community enhances communication and collaboration between the Year Head, students, parents, and teachers, resulting in better support and guidance for students throughout their academic journey.
3. The reassessment of systems in the Small Group Setting ensures a gradual intervention approach with effective communication among all staff, parents, and partners involved. This tailors the support and interventions, ensuring students receive appropriate assistance at the right time.
4. The review of the Nurture area ensures appropriate support intervention and timely access for students, providing them with a dedicated space and resources to aid their development and well-being.
5. The ongoing WBI (Wellbeing Indicator) self-reporting and implementation of interventions as necessary contribute to the overall improvement of students' well-being, addressing any issues or concerns promptly.
6. The continuous review of the PSE (Personal and Social Education) program ensures its relevance, incorporation of student entitlement, and reflection of student voice. This creates a more engaging and meaningful PSE curriculum that meets the needs and aspirations of students, promoting their personal and social growth.
7. The well-established Anti-Bullying strategy, including a calendar of anti-bullying events, fosters a safe and inclusive school environment. Regular meetings of the group responsible for the strategy ensure ongoing self-evaluation informed by pupil voice, promoting a positive school culture.
8. The formation of an Equality and Diversity group, working on the policy in collaboration with the school community and partners, ensures that the school promotes equality and diversity. This fosters an environment where every student feels valued and respected.
9. The pending implementation of Trauma-Informed Practice Training will equip staff with the necessary skills and knowledge to support students who have experienced trauma, creating a more sensitive and supportive school environment.
10. The ASL (Additional Support Needs) presentation delivered to all staff, along with reminders and suggestions on implementing pupil passport strategies and accessing the Pupil Data File, supports improved support for students with additional needs. The Dyslexia Friendly checklist launched during Dyslexia Awareness Week promotes a dyslexia-friendly environment, ensuring inclusivity. ASL observations for quality assurance further enhance support for students with additional needs.
11. The implementation of the L5 (Level 5) Mental Health and Wellbeing Award for a targeted group of pupils enhances their mental health and well-being. It equips them with essential skills and strategies to navigate challenges and thrive in their personal and academic lives.
12. The completion of MAPA (Management of Actual or Potential Aggression) training by all staff ensures a safe and secure learning environment. Quality assurance further reinforces the effectiveness of the training.

Evidence indicates the impact is:

- Improved student well-being and academic performance due to the availability of a clear support system.
- Enhanced communication and collaboration among the Year Head, students, parents, and teachers, resulting in better support and guidance for students.
- Gradual intervention approach with effective communication, ensuring students receive appropriate support at the right time.
- Appropriate support intervention and timely access for students through the reviewed Nurture area.
- Overall improvement in students' well-being through ongoing WBI self-reporting and prompt implementation of interventions.
- Relevant and engaging PSE curriculum that reflects student voice and meets their needs.
- Fostering a safe and inclusive school environment through the well-established Anti-Bullying strategy and regular self-evaluation.

	<ul style="list-style-type: none"> • Promoting equality and diversity, creating a welcoming and respectful environment for all students. • Equipping staff with trauma-informed practices to provide sensitive and supportive care to students who have experienced trauma. • Improved support for students with additional needs through ASL presentations, reminders, and observations. • Enhanced mental health and well-being of targeted pupils through the L5 Mental Health and Wellbeing Award. • Ensuring a safe and secure learning environment through completion of MAPA training by all staff <p>Our next steps will be:</p> <ul style="list-style-type: none"> • Our refreshed school vision and values emphasise Article 29 of the UNCRC by promoting and inspiring a sense of belonging and social justice for all in our community. • We will continue to promote a climate of respect, nurture and trust to improve the HWB of our young people. • Develop an inclusive classroom culture across the school that embeds our school vision and values • Revisit our Health and Wellbeing Strategy in light of updated data about outcomes
<p>4.</p> <p>To improve employability skills, and sustained, positive school-leaver destinations for all young people</p> <p>Our measurable outcome for session 2021/22 was to ...</p> <p>NIF Driver(s):</p> <p><input type="checkbox"/> School and ELC Improvement.</p> <p><input checked="" type="checkbox"/> School and ELC Leadership</p> <p><input checked="" type="checkbox"/> Teacher and Practitioner Professionalism</p> <p><input checked="" type="checkbox"/> Parental Engagement</p> <p><input checked="" type="checkbox"/> Curriculum and Assessment</p> <p><input checked="" type="checkbox"/> Performance Information</p>	<p>We have made good progress.</p> <p>What did we do?</p> <p>TTW Strategic Plan written and outcomes achieved strives for a positive destination figure in line with/above WL stretch aim of 96.5% (RT)</p> <ol style="list-style-type: none"> 1. As part of our ongoing process of curriculum making, UNCRC related themes are incorporated into more learning materials and resources to support the integration of UNCRC into the curriculum. 2. Learning for Sustainability principles and themes are developing across curriculum pathways, especially in S3 and enhancing pupils' understanding of LfS. 3. Increasing range of pathways available and mapped across all curriculum areas 4. Our consideration and recommendations of S1/S2 BGE subject time allocation has been taken forward into next session's timetable planning. 5. Production of S1, S2 and S3 curricular overviews on school website ensure forward planning opportunities for parents/ pupils is easily accessible. 6. Our integrated S1 Social Studies course is ready for 2022.2023 7. Leadership in STEM, this has been rolled out with pupils being accredited L6 STEM award. 8. STEM learning and community learning - introduction of engagement evenings and senior phase engagement evening supporting parents, to support young people, to study STEM subjects introduced this year. 9. Employability and STEM partnership working - established 4 new local partnerships when delivering Lab skills, 10. -A pathway now exists within academy for pupils to attain all the way up to L7 award in STEM, this pathway is accredited entirely with portfolio with no external exam. The focus is on skills and careers <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Free choice in Senior Phase resulted in an increased number of students getting their preferred options. Future Skills across all columns in Senior phase supported an increased number of pupils to attain a larger number of Level 6 SCQF qualifications • Introduction of Nat 5 Childcare and Lab skills has allowed an increased number of pupils to be able to access Nat 5 level courses <p>Our next steps will be:</p> <ul style="list-style-type: none"> • Continue to embed employability skills towards a positive school leaver destination for all young people

	<ul style="list-style-type: none"> We will improve Attainment Data from School SSR and PEF stretch aims with a focus specifically on ensuring all attainment data will be, at least, in line with the virtual comparator school
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Setting/School Roll	1340
FME	9.4%
Attendance	90% average
Exclusion	0.03%
PEF Allocation	£72,281

Our overall attendance percentage for this academic year sits at 90%. Authorised and unauthorised absences are at 8.1% and 3.5% respectively. Exclusions are at 0.3%. Almost all of these exclusions can be attributed to difficulties in reconnecting with peers and physical response to relationship difficulties.

Our parent body is actively engaged within our SIP priorities through questionnaire and survey responses. More detail can be viewed here: <https://linlithgowacademy.westlothian.org.uk/article/70860/Parental-Surveys>

How good is our school? The quality indicators* evidence that:

1.3 Leadership of Change	GOOD
2.3 Learning, teaching and assessment	GOOD
3.1 Ensuring wellbeing, equality and inclusion	GOOD
3.2 Raising attainment and achievement	VERY GOOD

*(Indicators used in How good is our School? 4th Edition, Education Scotland 2015

Our Wider Achievements this year have been:

School or Pupil (information received, therefore not exhaustive)	Achievement
School	UNICEF UK Silver: Rights Aware school.
	Carbon Literacy Project
	Fair Active award
	Gold Reading Schools Award
	Social Enterprise Academy Award
Ailish Malcolm	Climbed 2 Munros, Ben Vorlich and Schiehallion, and 1 Corbet Ben Vrakie
Alexander Evans	Joined the school rugby team after being part of the School of Rugby pathway, selected for SRU player development hub, invited to SRU's U16 Extended Academy program
Alice Redding	Linlithgow Ladies Squash Champion for season 2022-23
Alfie Muir, Gregor Paley, Jameil Scarlet, and James Ford	Won first prize at the Young Technologist competition, designing a coin sorter
Brodie Grose	Achieved 86% (distinction) in Grade 6 LAMDA Acting Exam with Vivace Theatre School, Glasgow
Cameron McHardy	Selected for the Scotland Fosroc Rugby Academy; Signed with Scotland Rugby Academy
Daniel Kitaev	Daniel represented Scotland at World Youth Chess Championship in Romania and European Youth Chess Championship in Turkey. Daniel became East of Scotland Megafinal U18 chess champion and came 2nd in the open (S6 & Under) Lothian Junior Chess Championship. He runs his own, very popular chess club in the Springfield Primary School. Daniel became Linlithgow Tennis Club U14 champion and part of the tennis team which became U16 champions of Central Scotland. Achieved a Gold Medal and a book prize in the Junior Mathematical Olympiad 2022 run across the UK by UKMT (United Kingdom Mathematics Trust).
Darcey MacArthur	Selected to represent Scotland in two national windsurfing events, achieving silver (2nd place girl u13) and 5th place girl u15

Dylan McMaster	Won 2 trophies with his football team, Linlithgow Rose, for joint top goal scorer and top assists for his team
Fearghas Wakefield	Awarded Chief Scout Gold Award, the highest award in scouting
Finlay Couper	Linlithgow Rose CFC Maroons 2009s Players' Player award and Parents/Supporters award for season 2022-23
Georgia Gribben	Represented Scotland U18 at the International Youth Championships for British eventing and represented Scotland at the UK Pony Club Championships for dressage and eventing
Gillian Emery	Earned her ultra marathon wristband for completing 50 Junior Parkruns
Hester Perry, Iqra Faqir, Rachel Inglis, and Naomi Vilas	S2 Girls CyberFirst team reaching the Scottish Final in March 2023
Isla McFadden	Selected for U15 Scottish Netball Squad/ gained C Umpire Award
Isla Meikle	Grade 5 Ballet Exam - 100% Distinction (Nov'22) and Grade 6 Ballet Dance Exam - 100% Distinction (May'23)
James Hammond	Won the U17 male Cross Country Event as part of the East District League
James Long	Chosen to play for the Coerver Scotland National team in a competition in Sweden; Scored 60 goals for his football team, Linlithgow Rose 2010 Maroons, and finished third in their league
Joseph Burgess	Achieved Taekwondo Blackbelt and ITF Scottish Champion destruction under 18
Katie Morrison	Represented Scotland at a dance festival in LA, danced at Universal Studios with her dance school
Leo Byrne	Walked the West Highland Way
Mary-Martha Dickie	Achieved the grade for Religious Theology and Academics for secondary education
Merryn Binnie	Broke 4 Scottish Records in para swimming
Nina Gribben	Qualified and represented Scotland in the UK Pony Club Championships for Dressage on two ponies, being placed...

Nina Walton	Selected for U15 Scottish Netball Squad; Accepted for U15 Scotland netball team
Tushara Senthilrajaram	Awarded British Youth International Inspire Award for Badminton
Zara Pearson	Qualified as a level C Netball Umpire
Zara Andrews	Selected for the U16 Scottish Women's Football squad and Scottish Cup victory for the Hearts Under 16s
S3 Football Team	Reached the Final of the U15 Scottish Cup Final
Senior Netball Squad	Won the WL Schools tournament
Senior Football team	Knocked out of the last 16 of the Scottish Cup
Level 2 Gymnasts	Took 1st place at the WL Gymnastics Competition
MVP mentors	30 senior phase students trained
HWB Midi Champs	Rebecca Melville and Isla Smith
Mahon Shields, Rose Sinclair, Cara McPhee	Graduates of the Career Ready Programme
S3 YPI winners	Jessica Marshall, Megann McCluckie, Kayleigh McCracken
Siranne Geldart	Awarded coaches player of the year for Hibernian U16 National Performance Team 2022-2023
Sky McFarlane	Dancing in front of tour groups, Highland dancing
Tom Neale	Won a world gold medal in Taekwondo for flying high kick
Tilly Fu	Won a world bronze medal for sparring at the World Championships in Taekwondo
Mya Norton	Came first place and second place in a dressage show tests on her horse at Netherton Equestrian show
Milly Archibald	Received a certificate from West Lothian Riding for the Disabled for completion of a year of voluntary work
Alasdair Burns	Completed his Chief Scout Gold Award, selected for the U16 Scottish Rugby Academy

Trinity College of Graded Music Exams

BRASS		
Freya Duncan	Grade 2	Distinction
Anja Ruffles		Distinction
Emily Fleming		Merit
Cora Ainslie	Grade 3	Pass
Connell Mackinnon		Merit
Callum Wilson		Distinction
Holly Paton		Distinction
Tom Neale		Merit
Alexander Hewitt		Distinction
Rosie McNair		Merit
Katie Kerr		Merit
Isla Pandian		Pass
Grace Cleland		Pass
Maya Boa		Distinction
Una Demick	Grade 4	Merit
Leo Byrne	Grade 5	Merit
Ruth Beaton	Grade 7	Merit
Joseph Donlevy		Merit
STRINGS		
Madeline Veitch	Grade 8	Merit
Emma Crawford		Merit
Arthur Flint		Merit
James Veitch		Merit
Marcus Miller	Grade 6	Distinction
Alasdair Cameron	Grade 4	Merit
Amelie Boa		Merit
Keira Cameron		Pass
Ella Topping	Grade 3	Merit
Martin Miller		Distinction
Fraser Cameron		Distinction
WOODWIND		
Elsie Kenney	Grade 3	Merit
Widad Popoola	Grade 4	Distinction
Leo Byrne		Merit
Clara Hawksey	Grade 5	Merit
Hannah-Sophia Osborne		Merit