

# Linlithgow Academy School Improvement Plan

2023 / 2024



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## 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 Guidance*  
*Literacy and Numeracy West Lothian Priorities, HWB*  
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  
Equity Team and additional allocations, Pedagogy Team

### National Factors

Coronavirus (COVID-19): Guidance on reducing the risks from COVID-19 in school  
Moderation Cycle and Assessment  
National Improvement Framework / Scottish Attainment Challenge / National Improvement Hub / Raising Attainment for All  
Pupil Equity Funding/Equity Audit  
How Good is Our School? 4<sup>th</sup> Edition and How Good is Our Early Learning and Childcare?, National Standard for ELC, Realising the Ambition  
Getting it Right for Every child (GIRFEC)  
Curriculum for Excellence Refresh  
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  
  
Support for Learning: All our Children and All their Potential (ASL Review) 2020



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# School Vision and Values



Linlithgow Academy

## TOGETHER WE THRIVE

Linlithgow Academy



### OUR CORE VALUES

We encourage...



Kindness



Curiosity



Perseverance



Fairness

### OUR CORE PURPOSE

Our learning...



Connects us



Sustains us



Empowers us



Inspires us

### OUR CORE EXPECTATIONS

We are...



Ready



Responsible



Respectful



Safe



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# Linlithgow Academy Curriculum Rationale

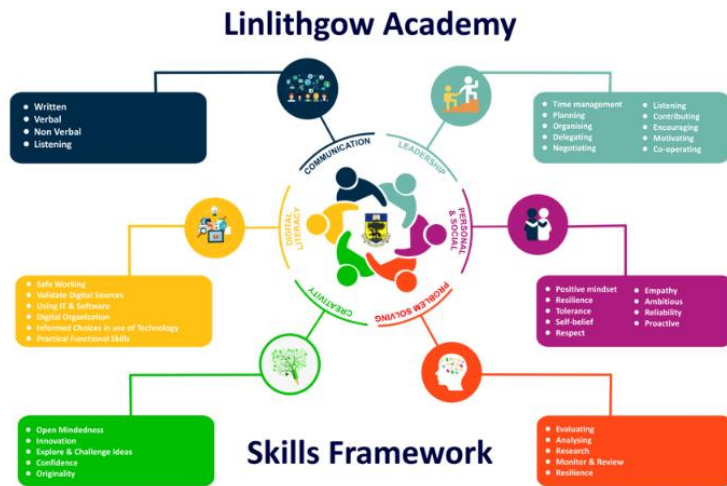
## Linlithgow Academy Curriculum design reflects

- Our vision, values and aims
- Our unique context
- National and local priorities

and aims to provide

- High quality Learning and Teaching for all pupils
- Progression and equity of opportunity for all pupils
- Development of skills for learning, life and work to secure a sustained positive destination
- Optimal Attainment and achievement for all

Our current Skills Framework is under consultation for session 2023.2024



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

### a) Background - The context for the learners in your 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, although will be renewed for session 2023.2024

### b) Data to identify the universal and targeted school Improvement Plan Priorities (SIP)

- **CfE** - Overall, Gender, Diversity and Inclusion (Vulnerable pupils), C of S, Challenge
- **Wellbeing** – Self Reporting analysis
- **Engagement** – Tracking data, Digital Connectivity, Participation
- **Any other relevant data to your school context**

#### Data to identify the universal (SIP) and targeted (PEF) support

Our performance in Literacy across S1-3 remains strong with almost all students achieving Level 3 by the end of S3. Nearly all students achieve Level 4 by the end of S3.

Our performance in Numeracy across S1-3 is strong with almost all students achieving Level 4 by the end of S3. Our focus is to target improvements across Q1- Q3 within Level 4 Numeracy and Literacy. We remain focused on improving our leavers performance at Level 5 and Level 6 across both Literacy and Numeracy.

Our students have an average mean CAT score of 101. There is a stable trend of mean CAT scores (in S1) over the last 5 years, although a slight decrease noted in session 2022.23.



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Our outcomes for school leavers are very good and continue to improve. We have increasing numbers of students achieving key breadth and depth benchmarks. We remain focused on improving the number of students achieving SQA/SCQF Level 5 and Level 6 qualifications, as well as improving the overall quality of passes, particularly for our lowest attaining students.

Our 3-year average for positive destinations is 95%. Our stay on rates from S4 into S5 continue to improve based on targeted promotion of school as a 6-year flexible journey. We will promote this option for all pupils and revisit our curriculum rationale to achieve this. We have a significant % of students entering Higher Education, particularly at SCQF Level 8 (University). We are focused on improving ambition and aspiration through the promotion of this and other pathways post school.

We have made significant improvements across students reporting feeling safe in school. Most students (75%+) across all year groups tracked by staff in recent end of term surveys

Our average attendance for session 2022.2023 is 90.55%. This is a slight increase from session 2021.2022.

In session 2022-23 % 15.2% of our students lived in quintile 1 or 2 and our Free School Meal (FME) uptake was 9.4%.

During session 22-23 32% of students had an identified Additional Support Need and 17% of students were supported through the Continuum of Support (CoS) at Stage 2 or above.

c) **What are our improvement priorities?** - Identified SIP priorities informed by the above data (detail in plan below)

- Everyone in our learning community shares the responsibility for creating a positive ethos and a climate of respect, and trust – one in which we will place the human rights and needs of every child and young person at the centre of education
- We will 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.
- Our learner centred curriculum will offer learner pathways that build on challenge and improved attainment opportunities to meet the needs of all learners
- Our partnership working is effectively improving outcomes for our learners including Positive Destination figures
- Our Pupil Equity Funding is being used to provide a range of universal and targeted approaches to tackle our poverty related attainment gap.



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LINLITHGOW ACADEMY - School Improvement Planning for Ensuring Excellence and Equity				
School priorities linked to knowledge and data as identified on previous page	NIF Driver	Proposed actions	Timescale And RP	Measures of Success
<b>1. Improvement in all children and young people's wellbeing</b>				
<p><b>Everyone in our learning community shares the responsibility for creating a positive ethos and a climate of respect, and trust – one in which we will place the human rights and needs of every child and young person at the centre of education</b></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			How will you baseline where you are in order to measure next steps and impact? Regularly review and analyse data from your measures.
		<p><b>1A</b>  <b>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.</b></p>	<p>our community</p> <p>Ongoing</p>	<ul style="list-style-type: none"> <li>• Our new school vision and core values, purpose and expectations can be articulated by all members of our school community</li> <li>• Our new school vision and core values, purpose and expectations informs our decision-making processes and influences our policies, daily actions and narratives.</li> <li>• Our new school vision, values, purpose and expectations explicitly supports the embedding of the <a href="#">UN Convention on the Rights of the Child</a> in our policy, practice and culture as per our Gold Award Status action plan</li> </ul>
		<p><b>1B</b>  <b>We will continue to promote a climate of respect, nurture and trust to improve the HWB of our young people.</b></p>	<p>DHT Support</p>	<ul style="list-style-type: none"> <li>• As part of our new Equality and Diversity Strategy, Pupil Parliament Committees will be developed further to include protected characteristics groups (M. Leishman)</li> <li>• We will strengthen how we support, challenge and empower young people to maximise their potential by expanding the leadership opportunities available to them. (I. MacDonald)</li> <li>• Our school assembly programme is led by Pupil Parliament Committees and influenced by UNCRC key themes.</li> <li>• Student successes (wider achievement) are celebrated as part of House Assembly programme.</li> <li>• Equally Safe at School Programme is introduced to all pupils as part of our school culture linked to the school vision and values</li> </ul>
				<ul style="list-style-type: none"> <li>• Our Inclusive Classrooms Charter is used by all teachers to ensure an equitable and inclusive experience exists (PTCs)</li> </ul>



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		<p><b>1C</b>  <b>Develop an inclusive classroom culture across the school that embeds our school vision and values</b></p>	DHT Support	<ul style="list-style-type: none"> <li>• Our refreshed Positive Relationships Strategy linked to our school vision and values is shared with our school community incorporating UNCRC language. As part of this, all staff will take part in Classroom Culture training/mandatory e-modules etc.</li> <li>• ‘Meeting Needs’ Workshop(s) will increase profile, independence and supports required to best meet needs of our ASN learners (S. Dyer)</li> <li>• The role of Pupil Support Worker in the classroom has been clarified with regards working in partnership with teachers to meet the needs of identified learners. (S. Brown)</li> <li>• Enhanced Support Provisions share learner successes widely and to support positive relationships</li> </ul>
		<p><b>1D</b>  <b>Revisit our Health and Wellbeing Strategy in light of updated data about outcomes</b></p>	DHT Support	<ul style="list-style-type: none"> <li>• Our refreshed Mental Health Strategy includes community links and L5 Mental Health and Wellbeing Award</li> <li>• Our Wellbeing Hub is established as an Enhanced Support Provision</li> <li>• Effective tracking and monitoring of Health and Wellbeing and consequent interventions have a positive impact on all learners</li> <li>• Effective system for reporting Wellbeing Concerns is established to influence appropriate actions and interventions</li> <li>• All staff and students are confident in reporting of bullying incidents and our Anti-bullying procedures are followed consistently. We will continue to work with parents/carers with regards to bullying perceptions</li> <li>• Attendance has improved in line with WL priorities and the role of FLW with regards to a targeted cohort is established</li> <li>• Continue to embed the vision of Active Schools &amp; Community Sport to provide inclusive access for all and uphold pupils' right to participate in PE, physical activity and sport.</li> <li>• Our parents/carers will positively report on our ability to support their child’s emotional wellbeing and ensuring any communication with home occurs at the appropriate times</li> </ul>

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## 2. Raising attainment for all

This should include areas such as Learning, Teaching and Assessment, Curriculum etc in line with guidance note

<p><b>We will 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.</b></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><b>2A</b>  <b>Develop an inclusive classroom culture across the school that embeds our school vision and values</b></p>	<p>DHT L&amp;T</p>	<p>How will you baseline where you are in order to measure next steps and impact?                  Regularly review and analyse data from your measures.</p>
		<ul style="list-style-type: none"> <li>CORE learning and teaching 'resource' created and used by all staff to support inclusive pedagogical practices in the classroom. (PTCs)</li> <li>Opportunities for staff to engage in cross faculty, collaborative enquiry into classroom practice have enabled teachers to lead the development and design of this 'resource' and participate in professional learning linked directly to improvement in the classroom.</li> <li>Our Teacher Learning Community (TLC) has been extended to ensure 'teacher voice' forms an integral part of all INSET activity linked to professional learning for the inclusive classroom.</li> <li>Our learning and teaching resource is embedded in all classrooms and is now established as a core organisational routine.</li> <li>Our CORE structure has been integrated into our existing learner engagement framework to optimise impact on students.</li> <li>Our CORE structure is used to inform ongoing evaluation of classroom practice (at all levels) against shared criteria as part of an enhanced quality improvement process linked to our learning rounds model.</li> </ul> <p style="margin-left: 20px;">As such:</p> <ul style="list-style-type: none"> <li>SLT learning visits have been introduced as part of the second phase of our school learning rounds model.</li> <li>Feedback routines have been developed in relation to the above that support improvement to teaching practice by focusing on specific elements within the CORE structure.</li> <li>Our middle leadership team provide high quality feedback to staff on areas of CORE practice following regular learning walks and classroom visits.</li> <li>A CORE resource has been co-created with students as an analogue to our CORE teaching structure. Use of this resource has</li> </ul>		



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				been piloted by our pupil parliament to further develop students' capacity to lead learning.
		<p><b>2B</b>  <b>Our 'Digital Learning Strategy' is used to support inclusive practice in the areas of pedagogy, curriculum and assessment</b></p>	Digital Dev postholder & SLT	<ul style="list-style-type: none"> <li>• Our 'Bring your own device' promotion ensured more students are accessing digital platforms from their own devices</li> <li>• We will be using the WL Digital Strategy as a guide for school improvement</li> <li>• Our refreshed guidance on alternative assessment arrangements will be embedded as part of planning for assessment in the inclusive classroom.</li> <li>• Our learners are increasing their use of digital learning tools to support their learning</li> <li>• The digital skills, accreditation and confidence of teachers continue to improve through the Microsoft Educator pathways and introduction of staff digital champions.</li> <li>• We will have achieved Microsoft Showcase school status.</li> <li>• We will have organised a number of parental digital learning tools sessions to upskill parents on the digital apps available via the Glow platform.</li> </ul>
		<p><b>2C</b>  <b>Increase staff confidence around BGE Moderation and commence improvement work around how we associate this with a renewed Skills Framework</b></p>	DHT ATT/DHT L&T	<ul style="list-style-type: none"> <li>• The five faculty meets covering BGE Moderation and Inclusive practice will have been planned for with staff receiving appropriate support for planning, preparation and assessment. (PTCs)</li> <li>• Our Skills Framework has been agreed and linked to CORE: Communication, Collaboration, Creative Thinking, Critical Thinking. We will have encouraged staff to undertake leadership roles within this development.</li> <li>• Our S1-S3 Progress M&amp;T framework reflects our CORE skills and work around its implementation will have commenced</li> </ul>
				<ul style="list-style-type: none"> <li>• Our School Curriculum rationale has been written and agreed</li> <li>• All S3 students experience a curriculum organised around integrated themes and big questions and aligned with the principles of learning for sustainability and UNCRC. Interdisciplinary learning is planned to enhance students' understanding of these 'big questions' and develop CORE skills in</li> </ul>



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<p><b>Our learner centred curriculum will offer learner pathways that build on challenge and improved attainment opportunities to meet the needs of all learners</b></p>	<p><b>2D</b> We will continue to develop our school curriculum in line with emerging national and international trends</p>	<p>DHT ATT/DHT L&amp;T</p>	<p>the areas of critical and creative thinking, communication and collaboration.</p> <ul style="list-style-type: none"> <li>• Our Future Skills programme enriches our Senior Phase curriculum offer by providing an integrative learning experience, closely linked to our school vision and values and that supports accreditation at SCQF L6. (Future Skills teachers)</li> <li>• We will set forward options to consider a BGE blocked model for our curriculum model by “looking outwards”</li> <li>• Our BGE curricular content for each subject has been shared each term with parents to promote partnership working including home learning task options. (K. Urban)</li> <li>• Our L7 options in S6 will have been expanded to increase pupil subject choice. We will have encouraged staff to undertake leadership roles within this development.</li> <li>• Our reintroduced SCQF Ambassadors will be part of the School Ambassador Recognition Programme. We will have encouraged staff to undertake leadership roles within this development.</li> <li>• A refreshed school rationale for a home learning offer including updated guidance around homework and how parents can support their child’s learning from home will have been introduced. We will have encouraged staff to undertake leadership roles within this development.</li> </ul>
	<p><b>2E</b> Ensure our Quality Improvement Model supports systematic reflection on practice, self evaluation and collaboration across our school</p>	<p>SLT</p>	<ul style="list-style-type: none"> <li>• Our revised ELT meetings and new Departmental Attainment meetings (SQA) will positively impact on improving staff knowledge of their attainment data. We will have encouraged staff to undertake leadership roles within this development.</li> <li>• Our VSE Preparation will have ensured positive feedback and a target of Very good in both QIs (2.3/3.2) will have been achieved.(PTCs)</li> <li>• An overview of our systems and culture to ensure staff at all levels within the school communicate effectively</li> <li>• Feedback on our Senior Phase Formal Assessment Window/ Assessment Calendar has been positive from all stakeholders</li> </ul>



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				<ul style="list-style-type: none"> <li>• Faculty improvement plans (FIP) now align more purposefully with self-evaluation linked to termly HT/DHT improvement meetings. FIPs are clear, actionable and rationalised to ensure a focus on inclusive practice in the areas of pedagogy, curriculum and assessment.</li> <li>• Faculty learner improvement plans (FLIP) linked to pupil parliament are incorporated into FIPs to ensure student voice informs our ongoing improvement planning processes.</li> </ul>
		<p style="text-align: center;"><b>2F</b>  <b>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</b></p>	DHT Attainment	<ul style="list-style-type: none"> <li>• Our increased confidence in the analysis of data using digital applications has improved our understanding of pupil progress, supports and attainment</li> <li>• Tracking of S4 leavers has focused on maximising attainment in Numeracy, Literacy and 5 @ N5/L5 qualifications (PTC English/Numeracy)</li> <li>• There will be interventions to support pupils not continuing with English and Maths and leaving in S5 to maximise Numeracy and Literacy qualifications (PTC English/Numeracy)</li> <li>• Didbook Progress shows improved attainment for pupils within SIMD 2/SIMD 7</li> <li>• Our Enhanced Support Provision qualification package has embedded and ensures maximise attainment for these learners</li> <li>• Our PTC attainment meeting with DHT/HT continue with an increased focus on Higher Maths/ Chemistry</li> <li>• Didbook Progress has helped to identify the Gender based attainment gap and interventions have taken place. (J. Campbell)</li> </ul> <p>Didbook Progress will have been updated to now include:</p> <ul style="list-style-type: none"> <li>• An additional framework which will allow us to track participation in wider achievement and ensure equity of provision.</li> <li>• Additional folders within our BGE Framework which will allow us to track progress within subject and skill progressions</li> <li>• Literacy and numeracy Tracking to allow us to look at the gradient of Progression from P7 data and to intervene as appropriate</li> <li>• A level change workflow to ensure that we keep a closer track on level changes</li> </ul>

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

<p><b>Our partnership working is effectively improving outcomes for our learners including Positive Destination figures</b></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			How will you baseline where you are in order to measure next steps and impact? Regularly review and analyse data from your measures.
		<p><b>3A</b>            Continue to embed employability skills towards a positive school leaver destination for all young people</p>	DHT Support	<ul style="list-style-type: none"> <li>• 16+ Strategy updated to ensure robust tracking and monitoring of positive destinations in line with virtual comparator</li> <li>• Work Experience strategy updated to ensure all pupils offered work experience placement in school leaving year</li> <li>• Winter Leaver Programme implemented</li> </ul>
		<p><b>3B</b>            Our sustained focus on DYW and improved partnership working continues to impact positively on learners</p>	SLT	<ul style="list-style-type: none"> <li>• Increased links between SDS and DYW co-ordinator inform curricular planning. (R. Bryson)</li> <li>• Weekly Employment Seminar introduced by DYW Co-ordinator, including parent involvement.</li> <li>• Labour Market Intelligence used to support target groups of students.</li> <li>• A staff working group has been established to develop and embed CES and CMS across faculties.</li> <li>• Staff, pupils and parents are aware of and make use of relevant (digital and online) resources regarding employability skills and pathways.</li> <li>• We work effectively with partners, parents, carers, learners and other stakeholders to develop an effective approach to career education across faculties.</li> <li>• CMS forms an integral part of our S5 Future Skills programme through PD and Leadership courses.</li> <li>• Our curriculum has a strong focus on developing the meta-skills our young people need in the world of work.</li> <li>• Subject lessons linked to meta-skills will be delivered to all Primary 7 pupils in Linlithgow Cluster as part of the transition programme</li> </ul>



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## 4. Ensuring Equity and Tackling the poverty-related attainment gap

<p><b>Our Pupil Equity Funding is being used to provide a range of universal and targeted approaches to tackle our poverty related attainment gap.</b></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><b>4A</b></p> <p><b>Our PEF Summary Plan and Cost of School day action statement session 2022.2023</b></p>	<p>DHT Support</p>	<p>How will you baseline where you are in order to measure next steps and impact? Regularly review and analyse data from your measures.</p>
		<p><b>4B</b></p> <p><b>Develop an inclusive classroom culture across the school that embeds our school vision and values</b></p>	<p>SLT</p>	<ul style="list-style-type: none"> <li>• All staff will complete Cost of the School Day e-learning course</li> </ul>
		<p><a href="https://linlithgowacademy.westlothian.org.uk/article/70851/School-Improvement-Documentation">https://linlithgowacademy.westlothian.org.uk/article/70851/School-Improvement-Documentation</a></p>		

Linlithgow Academy Cluster Plan 2023.2024

Cluster Skills Framework and pedagogical improvements identified



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