School Improvement Plan Summary 2023.2024

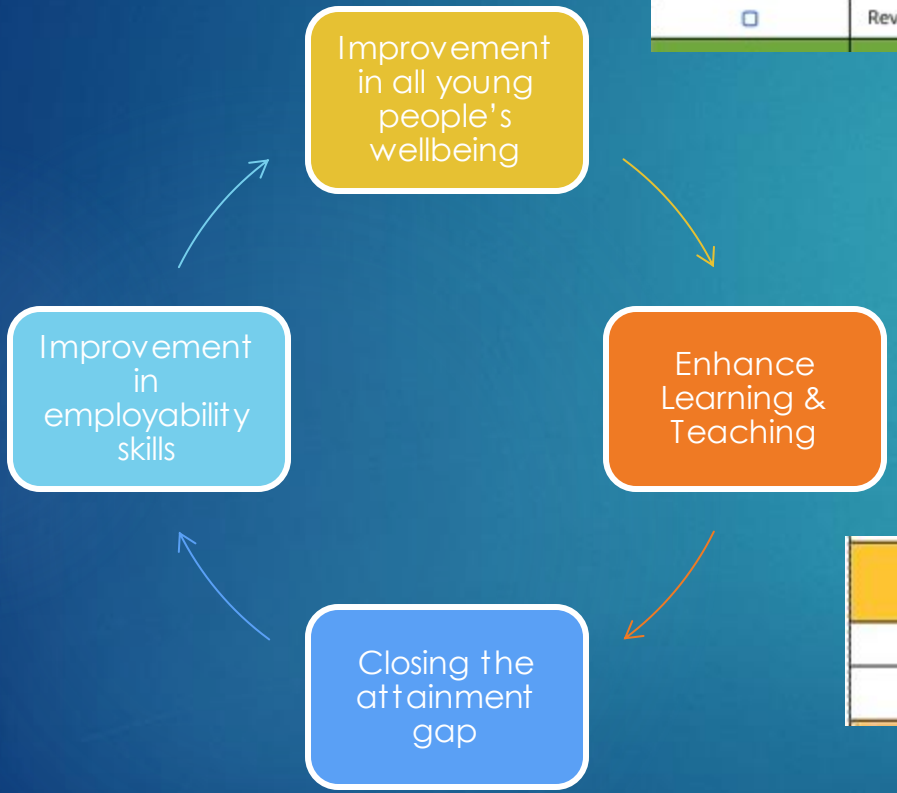| 1	Improvement in all young people's wellbeing
☐	Our refreshed school vision and values emphasise Article 29 of the UNCRC by promoting and inspiring a sense of belonging and social justice for all in our community.
☐	We will continue to promote a climate of respect, nurture and trust to improve the HWB of our young people
☐	Develop an inclusive classroom culture across the school that embeds our school vison and values
☐	Revisit our Health and Wellbeing Strategy in light of updated data about outcomes
2	**Enhance Learning & Teaching**
☐	Develop an inclusive classroom culture across the school that embeds our school vison and values
☐	Our 'Digital Learning Strategy' is used to support inclusive practice in the areas of pedagogy, curriculum and assessment
☐	Increase staff confidence around BGE Moderation and commence improvement work around how we associate this with a renewed Skills Framework
☐	We will 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
3	**Improvement in employability skills and sustained, positive school leaver destinations for all young people**
☐	Continue to embed employability skills towards a positive school leaver destination for all young people
☐	Our sustained focus on DYW and improved partnership working continues to impact positively on learners
4	**Closing the attainment gap between the most and least advantaged children**
☐	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.

Linlithgow Academy

School Improvement Plan

Progress Update

January 2024

SIP priorities

1	Improvement in all young people's wellbeing
☐	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 vison and values
☐	Revisit our Health and Wellbeing Strategy in light of updated data about outcomes

Improvement in all young people's wellbeing

Improvement in employability skills

Enhance Learning & Teaching

Closing the attainment gap

2	Enhance Learning & Teaching
☐	Develop an inclusive classroom culture across the school that embeds our school vison and values
☐	Our 'Digital Learning Strategy' is used to support inclusive practice in the areas of pedagogy, curriculum and assessment
☐	Increase staff confidence around BGE Moderation and commence improvement work around how we associate this with a renewed Skills Framework
☐	We will 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

3	Improvement in employability skills and sustained, positive school leaver destinations for all young people
☐	Continue to embed employability skills towards a positive school leaver destination for all young people
☐	Our sustained focus on DYW and improved partnership working continues to impact positively on learners

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

' Improvement in all young people's wellbeing'

Progress made to date

Our refreshed School Vision Values and Aims is embedded and incorporates UNCRC by promoting inclusion and social justice

Pupil Voice: As part of our Equality & Diversity strategy, Pupil Committees have been further developed to include protected characteristics

Our School Assembly Programme has been implemented, led by Pupil Parliament Committees and influenced by UNCRC key themes

The first baseline survey regarding Equally Safe at School has been completed

Our Inclusive Classroom Charter has been introduced and is displayed in all classrooms

Our Wellbeing Hub is established as part of our refreshed Mental Health Strategy

Tracking and Monitoring of HWB established across the school. Areas and patterns of concerns identified and interventions introduced and/or HWB curriculum modified to reflect data and have a positive impact on learners

Our Anti-bullying strategy embedded and posters displayed in all classrooms. Training completed to ensure staff and pupils are confident in reporting bullying incidents.

Attendance: Our Attendance and Late Strategy has been implemented in line with WLC and shared with staff, pupils and parents to promote improved attendance at school

' Improvement in all young people's wellbeing'

Next Steps

House Captains to investigate ways to capture student successes and celebrate at House Assemblies

Our refreshed Positive Relationships Policy to be linked to school VVA and staff to take part in Classroom Culture training

Further clarify the role of PSW in the classroom

The Equally Safe at School programme to be introduced in school

Refreshed Mental Health Strategy to be finalised and shared with school community

' Enhance Learning and Teaching'

Progress made to date

CLPL for all staff on use of digital technology to support pupils AAA needs

Majority of AAA was supported within our classrooms during formal assessment window

First Faculty BGE Moderation taken place with a focus on a shared understanding and consistent use of progress within a level

School Self-Evaluation in the areas of Learning, Teaching and Assessment (HGIOS 2.3) and Attainment (HGIOS 3.2) has been validated by WLC VSE team and confirmed by WLC Education Quality Assurance Committee.

Staff at all levels are involved in quality improvement activity focused on learning and teaching, including learning rounds (lesson observations carried out by senior and middle leaders) and peer observations and collaborative reflection activities.

In most lessons, pupils are engaged in their learning and play an active role in the classroom. This is leading to deeper engagement in learning and enhanced skills development.

Inclusive approaches are now used more widely across the school to support pupil participation in learning, such as writable walls and write-on desks and scaffolding frameworks to facilitate self and peer assessment and promote reflection on learning.

' Enhance Learning and Teaching'

Next Steps

Investigate BGE curriculum models in other schools where a blocked model is used.

Continue to provide opportunities for all staff to undertake professional learning with a focus on improving their pedagogy.

Continue to challenge all pupils and, in particular, ensure that there is enough challenge within mixed ability groupings in the broad general education phase. To this end, continue to promote skilful use of questioning to develop higher order thinking in pupils and promote richer classroom dialogue.
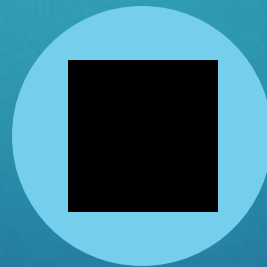
Continue to focus on the effective use of the school 'learner engagement framework' and associated tools for change to enhance the quality of pupils' learning experiences. Ensure these are embedded consistently across all classes.

' Closing the attainment gap '

Progress made to date

Improved understanding of Didbook public groups and Infographics to support teachers to identify our least advantaged pupils

Improved focus on ensuring that numeracy and literacy levels are maximised in Maths, English and support "Stations"

Introduction of participation tracking to analyse pupil involvement in school enrichment activities

Introduction of additional curriculum offers to broaden N5 opportunities

Most young people left school achieving SCQF Level 5 and this is above the virtual comparator.

Most young people are achieving at SCQF level 5 or better, through either course awards or an alternative route.

In S4 the percentage of students achieving 5 or more qualifications at both SQA and SCQF is above both the National and VC percentages.

The percentages of S5 students achieving 1+, 3+ and 5+ SQA and SCQF at Level 6 are significantly above the VC and National.

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

Next Steps

SCQF Ambassador school status to be achieved

There could be further opportunities provided for learners to maximise Literacy and Numeracy levels, even for those learners not sitting a full qualification

Need to monitor how tracking data is being used to support interventions to ensure that learners are achieving in line with expectations in the BGE

Whilst there are already robust systems in place to allow staff at all levels to easily identify specific groups of learners and a clear understanding of the barriers that these learners face, there now needs to be a clear strategy for how to continue to support these learners, within mainstream classes in addition to current interventions.

' Improvement in employability skills and sustained positive destinations

Progress made

16+ Strategy has been updated to ensure robust tracking and monitoring of positive destinations in line with virtual comparator	Initial positive destinations figures are strong	Work Experience Strategy has been updated to ensure all pupils offered work experience placement within school leaving year
Winter Leavers programme implemented to support winter leavers into positive destinations	The majority of young people (72%) go on to Higher or Further education, with 22% going on to employment	Introduction of 'pathways with purpose' weekly employer sessions.