

Our priorities for session 2023.24 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



Our vision statement, "Together We Thrive," guides our daily actions at Linlithgow Academy, a six-year comprehensive school serving over 1,300 students from Linlithgow and the nearby communities of Winchburgh, Bridgend, Torphichen, and Westfield. We offer a progressive, relevant, challenging, and enjoyable curriculum with opportunities for personalisation and choice, striving to ensure the highest quality learning experiences.

Our curriculum encompasses a full range of National Qualifications, fostering creativity and enterprise in our students and encouraging them to develop a sense of pride and ambition to contribute positively to local, national, and international communities. Linlithgow Academy is committed to providing all students with the opportunity to succeed, supported by good facilities and dedicated staff who ensure a high standard of education in a safe, caring, and stimulating environment. Here, every member of the school community is valued, and achievements are recognised.

We understand that the curriculum involves not just "what" students learn but also "how" they learn. We emphasise student experiences and seek flexibility to ensure success in both examinations and personal achievement pathways. The school has 88 teaching staff, with departments organised under the direction of a Principal Teacher Curriculum responsible for each curricular area.



The school's self-evaluation in Learning, Teaching, and Assessment (HGIOS 2.3) and Attainment (HGIOS 3.2) has been validated by the WLC VSE team and confirmed by the WLC Education Quality Assurance Committee. Staff have received CLPL training on using digital technology to support pupils with additional support needs (AAA). Most AAA support was provided within classrooms during formal assessments. Faculty BGE moderation focused on a shared understanding and consistent use of progress within a level. Quality improvement activities, including lesson observations and peer reflections, involved staff at all levels. Pupils are generally engaged and actively participating in lessons, leading to deeper learning and skill development. Inclusive approaches, such as writable walls and write-on desks, are now widely used to support pupil participation and reflection. A new mobile phone policy has been introduced to enhance engagement and dialogue between pupils and teachers.

Next steps include investigating BGE curriculum models from other schools, continuing professional learning opportunities for staff, ensuring sufficient challenge in mixed ability groupings, and consistently embedding the school's 'learner engagement framework' across all classes



We have made good progress in several key areas. We improved our understanding of Didbook public groups and infographics, helping teachers identify our least advantaged pupils more effectively. Our focused efforts on maximizing literacy and numeracy levels in Maths, English, and support stations have enhanced students' basic skills. By introducing participation tracking, we can now better analyze pupil involvement in school enrichment activities, increasing overall engagement. We have broadened our curriculum by adding new N5 opportunities, giving students more educational pathways. Most of our students leave school achieving SCQF Level 5, surpassing the virtual comparator. Additionally, the majority of our students achieve SCQF Level 5 or better through course awards or alternative routes. Our S4 students have an impressive record, with a higher percentage achieving five or more qualifications at both SQA and SCQF levels compared to national and virtual comparator figures. Similarly, S5 students excel, with significant percentages achieving 1+, 3+, and 5+ SQA and SCQF Level 6 qualifications above the national and virtual comparator averages.

Our next steps include achieving SCQF Ambassador school status and providing further opportunities to maximise literacy and numeracy levels. We will improve our monitoring of tracking data to support interventions, ensuring learners meet expectations in the BGE. While we already have robust systems for identifying specific learner groups and understanding their barriers, we will develop a clear strategy to support these learners within mainstream classes alongside current interventions.



We have made good progress. Our new school vision and core values are embraced by the entire community, supporting the UN Convention on the Rights of the Child (UNCRC) as we work towards Gold Award Status. The Pupil Parliament Committees now include protected characteristics groups as part of our Equality and Diversity Strategy. We have expanded leadership opportunities for young people.

Our school assembly programme is led by Pupil Parliament Committees and influenced by UNCRC themes. The Inclusive Classrooms Charter is widely used, and all staff have completed Classroom Culture training. 'Meeting Needs' Workshops have increased support for ASN learners. Enhanced Support Provisions celebrate learner successes and foster positive relationships.

Our refreshed Mental Health Strategy includes community links and the L5 Mental Health and Wellbeing Award. The Wellbeing Hub is now an established Enhanced Support Provision. Effective tracking and monitoring of Health and Wellbeing have positively impacted all learners, supported by a robust system for reporting concerns. Confidence in reporting bullying incidents has increased, with consistent adherence to Anti-bullying procedures and ongoing collaboration with parents/carers. Attendance has improved with support from the Family Liaison Worker (FLW).

Next steps include: House Captains exploring ways to celebrate student successes at House Assemblies, linking the refreshed Positive Relationships Policy to our vision and values, and sharing the finalised Mental Health Strategy with the school community.



We have made good progress. Our 16+ Strategy has been updated, resulting in 96.65% of leavers achieving a positive destination. The Work Placement Strategy has also been updated, increasing the number of young people accessing work experience. Our Winter Leaver Programme has seen the majority of participants secure positive destinations. Additionally, we have successfully introduced 'pathways with purpose' weekly employer sessions.

We ensure robust tracking and monitoring of positive destinations in line with our virtual comparator through our updated 16+ Strategy. Initial positive destinations figures are strong, with 72% of young people pursuing Higher or Further Education and 22% entering employment. Our updated Work Experience Strategy guarantees that all pupils are offered work experience placements in their final year. The Winter Leavers Programme supports winter leavers in securing positive destinations.