

Linlithgow Academy

School Improvement Plan

2024-2025



Head Teacher's Introduction

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.

Our vision statement "Together We Thrive" means we place an emphasis on collaboration and unity. It indicates we want our young people, our staff, and our parents/carers to work together as a community to create an environment where everyone can flourish academically, socially, and emotionally.

The value of kindness demonstrates our school values empathy, compassion, and respect towards others. It promotes a positive and supportive atmosphere where young people are encouraged to treat each other with understanding and consideration. The value of curiosity points to a school that fosters a love for learning and encourages our young people to be inquisitive, open-minded, and eager to explore new ideas. We want to cultivate critical thinking skills and a lifelong passion for knowledge. The value of perseverance signifies our belief in the importance of resilience and determination. Our young people are encouraged to overcome challenges, develop grit, and persist in their pursuit of personal and academic goals. Finally, the value of fairness highlights the importance of equity and justice within our school. Everyone is treated fairly and equally, regardless of their background, abilities, or circumstances. We believe this value fosters an inclusive and supportive environment where diversity is celebrated.

By embracing our vision statement "Together We Thrive" and embodying our values of kindness, curiosity, perseverance, and fairness, we are committed to creating a nurturing and inspiring educational environment that prepares our young people to become compassionate, critical thinkers who positively contribute to society.



Raising Educational Attainment Strategy 2023-2028

Outcome 1 – Learning & Curriculum Ensuring every child and young person experiences varied, vibrant and challenging learning experiences which are built on the provision of high quality and inclusive learning, teaching and assessment. Fundamental to this is the design and implementation of a curriculum that creates the conditions, culture and ethos for all four capacities (successful learners, confident individuals, responsible citizens and effective contributors) to thrive and be equally valued.

Outcome 2 – Wellbeing, Inclusion & Attendance Improving wellbeing, inclusion and attendance for all children and young people, promoting confidence, independent thinking and resilience. Fundamental to this is working with families and partners to support the highest possible levels of engagement and equity for all. Improving health and wellbeing for all children and young people will lead to raised educational attainment and achievement, ensuring that learning promotes confidence, resilience, engagement, independent thinking and positive mindsets which in turn increases personal, social, cultural and economic opportunities.

West Lothian Raising Educational Attainment Strategy 2023-2028

National Improvement Framework Priorities 2024

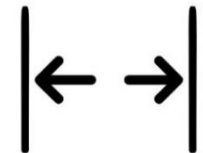


1
Placing the human rights and needs of every child and young person at the centre of education



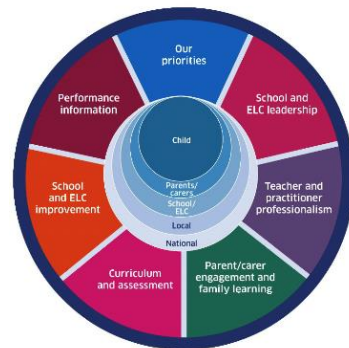
2
Improvement in children and young people's health and wellbeing

3
Closing the attainment gap between the most and least disadvantaged children and young people



4
Improvement in skills and sustained, positive school-leaver destinations for all young people

5
Improvement in achievement, particularly in literacy and numeracy



2

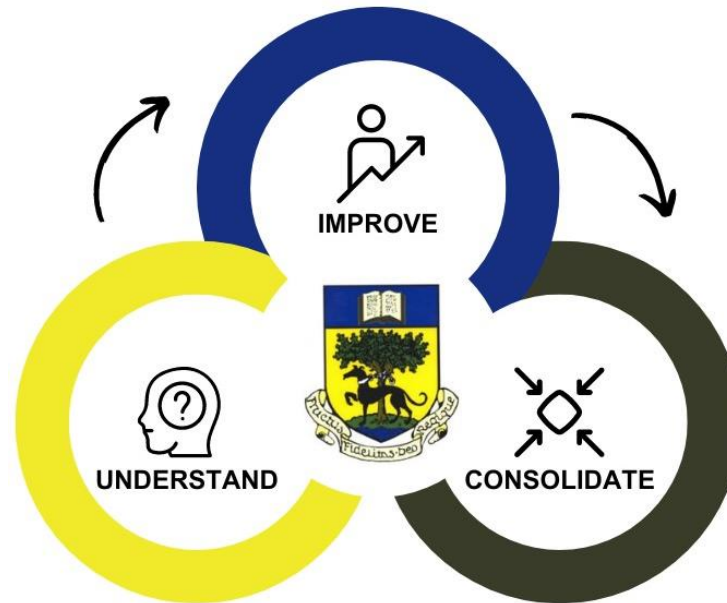


Summary of Linlithgow Academy Priorities 2024-2025

By June 2025

1. Our CORE approaches are used by all staff to engage young people in their learning
2. Teachers demonstrate increased confidence in applying strategies to promote inclusion and wellbeing.
3. Staff apply understanding of progression in the BGE to meet ALL learner's needs in the classroom with a focus on maximising literacy/numeracy attainment.

1. How can the school enhance its methods of providing timely and helpful information about students' progress to parents?
2. How can the school improve its communication and resources to better support parents in assisting their child's learning at home?



We are confident that:

1. Our enhanced Future Skills programme is fully integrated.
2. Our Pupil Parliament plays a crucial role in promoting learner voice.
3. We will achieve UNCRC Gold Status
4. Our teachers use digital tools to promote inclusion.
5. Our refreshed Mental Health Strategy is embedded.
6. Our teachers use existing pupil data to support classroom interventions

Priorities for Improvement

1. Our CORE approaches are used by all staff to engage young people in their learning

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
All staff have a shared understanding of CORE learning and teaching approaches, and this informs classroom practice across the school.	1.3, 2.2, 2.3, 3.1	Develop a clear written rationale for our school learning and teaching framework to enhance understanding by staff.	Sept 24 SCH 1	E Marsh	Staff are confident discussing our learning and teaching framework and can explain how they apply core pedagogical approaches in the classrooms.	
		Provide further exemplification of CORE elements to support application in the classroom.	June 2025	E Marsh ELT	CORE resources are used by staff to plan, teach and evaluate lessons. Learning rounds provide evidence of the application of CORE approaches in classrooms.	
		Create conditions for professional learning to facilitate pedagogical improvement through the application of CORE approaches .	June 2025	E. Marsh ELT TLC Working Group	All staff participate in professional learning that enables them to enact CORE approaches in their classrooms. Staff access CORE resources digitally through a professional learning portal. TLC led professional learning, including INSET input.	
Our CORE learning and teaching framework enables creative and innovative approaches to curriculum design that promote student engagement.	1.3, 2.2, 2.3, 3.3, 3.1	Enhance staff understanding of the principles of curriculum design and the purposes of education.	June 2025	E Marsh	All staff engage in professional learning (INSET, Networks, FMs) to develop a critically informed understanding of the curriculum.	
		Improve leadership of curriculum development at all levels through professional learning that encourages collaboration among teachers.	June 2025	E Marsh A. Bulloch ELT	PRD, CLPL and school improvement planning in the areas of pedagogy and curriculum are more purposefully linked through working groups. Faculty and departmental meetings are dedicated to curriculum making as part of school calendar.	
		Build capacity among the middle leadership team to enhance curriculum making practices and lead learning in faculties.	June 2025	E Marsh A Bulloch ELT	Authority coordinated PTC and Subject Networks build capacity of all staff to lead learning. ELT meetings are strategically aligned with SIP priorities to support collaborative enquiry and professional learning. Ongoing self-evaluation through termly learning and teaching meetings (held with HT/DHT/PTC).	

2. Teachers demonstrate increased confidence in applying strategies to promote inclusion and wellbeing.

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
The majority of school community report that the renewed Positive Relationship Policy is impacting positively in their school/wellbeing	1.3, 2.2, 2.3, 3.1	Embed relational principles with staff, parents and young people in an updated school relationships policy	October holiday	ELT	School Community demonstrate clear understanding by enacting relational principles within our updated relationships policy	
		Create a more efficient system for teachers to share behavioural and wellbeing concerns appropriately with relevant line managers.	Sept holiday	A Rutherford	Clear system in place to report behavioural concerns via Seemis and Wellbeing Concerns separately via Power Automate	
		Upskill staff so they are confident with the new procedures required for power automate eg Wellbeing Concerns etc	October holiday	A Rutherford	Increase in Wellbeing Concerns raised via Power Automate	
		Introduce regular and structured opportunities for staff to discuss and share practice linked to classroom management	Sept holiday	SLT	Majority of Staff utilise these opportunities	
All staff understand their role and responsibility in supporting learners' HWB and plan effectively to meet learners needs.	1.3, 2.2, 2.3, 3.1	Upskill Teachers to use CORE resources to create an Inclusive learning environment.	June 2025	E Marsh A Rutherford ELT	Learning rounds provide evidence of the application of CORE resources. Teachers apply strategies to reduce the poverty related attainment gap Learning visits Staff focus groups report better understanding/ application of strategies used (H&W/ resources/ pedagogy/curriculum/ assessment and feedback)	
		Teachers engage in Network sessions re. Circle framework and Equity materials to clarify and exemplify what is meant by 'meeting learners' needs.'	Network 1	Network leads/ELT	All teachers can articulate how they meet learner's needs and apply those strategies. The majority of learners report their learning needs are met.	
		Enhance staff understanding of their role and responsibility within our HWB and E&D strategies eg Anti-bullying etc	June 2025	A. Rutherford D. Mason	All staff can articulate and enact their role and responsibility within our HWB and E&D strategies eg Anti-bullying etc	
		School values, GIRFEC wellbeing indicators and UNC Rights of the Child are incorporated within learning and teaching as well as the wider school community	June 2025	A. Douglas D. Hunter E. Marsh A. Rutherford	Lessons include UNCRC language and reference to GIRFEC WBIs within the classroom All young people report that they feel safe and secure in school	
By April 2025, the majority of Learners report that they feel included, the school listens to their views and takes those views into account.	1.3, 2.2, 2.3, 3.1	Ensure an increased amount of learners have a clear understanding of what it means to have their views listened to and involved in decision making.	June 2025	M. Leishman A. Rutherford. R. Carson H. Livingston House Heads	Increase use of pupil voice in the classroom. Increase numbers in Pupil Parliament Committees Pupil feedback/survey Pupils lead HWB/E&D Events Faculty minutes	

3. Staff apply understanding of progression in the BGE to meet ALL learner's needs in the classroom.

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
All staff have enhanced understanding in assessment and moderation resulting in increased confidence in judgments of progress across all curriculum areas	1.3, 2.2, 2.3 3.1	All students are challenged appropriately to progress in their learning. Creation of BGE Faculty Calendar of assessment and moderation Faculty meets dedicated to moderation	June 2025	PTCs All staff	Matrices of assessment. Didbook data. Termly DHT/PTC improvement meetings. Classroom visits/Pupils feedback	
Didbook is used to track progress in Literacy and Numeracy from primary data	1.3, 3.1	Evaluate current Literacy/ Numeracy Framework within Didbook to consider how it supports the identification of gaps in expected learner progress	June 2025	A Bulloch S Carney K Boyd	Interventions by Maths/English staff	
		CLPL session on the use of Didbook to track Progress in the BGE		A Bulloch	All staff understand how Didbook can be used to identify a need for intervention and can articulate this.	
		Re-establish links with Cluster schools to improve partnerships and planning for progression in numeracy/literacy		S. Carney K. Boyd/ Cluster rep	Meetings held and Plans created	
All staff have a better understanding of what would be expected from pupils working with different Literacy and Numeracy Levels	1.3, 2.2, 2.3	CLPL session led by Maths/English staff	In Set	S Carney K Boyd	Staff session held. Staff feedback	
		Staff action the changes required to ensure appropriate literacy/numeracy challenge	June 2025	PTCs	Faculty minutes and feedback on changes implemented	
Our planned P7-S1 Curricular transition programme is embedded.	1.3, 2.2	Programme in place	June 2025	Working group	Pupil feedback Cluster feedback	
Didbook Progress Wider Achievement Framework is enhanced to record Wider Achievement of different cohorts leading to appropriate strategic interventions	1.3, 2.3 3.1	Analysis of Didbook Progress Wider Achievement Framework Data	June 2025	A. Bulloch	Gaps in our wider achievement offer have been identified and subsequently filled	
		Create a mechanism for pupils to report wider achievements	June 2025	A. Bulloch	Pupil's know how to share wider achievements	
BGE learners better understand how they are progressing.	1.3, 2.2, 2.3, 3.1	All assessment grading links to our T & M system (Shades of green)	June 2025	PTC's / All staff	All staff can articulate progress in BGE using Levels and shades of green	
		Feedback is given related to progress and shades of green		PTC's / All staff	Pupils can articulate their progress in terms of levels and shades of green	
		Pupil Parliament involved in creating communications to support this outcome		H. Livingston R .Carson	Communication on school platforms	
		Enhance opportunities for professional learning and leadership roles through creation of working group		Working Group	staff feel more supported, engaged, and effective in contributing to the school's goals	

Priorities for Consolidation

To consolidate key aspects of existing school improvement by June 2025.

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
Our enhanced Future Skills programme is fully integrated.	2.2	Pathways Co-ordinator produces action plan with associated tasks	September 24	R. Bryson	Action plan created and implemented	
	2.3 3.3	Development of meaningful business partnerships to support employability and contextualised learning	June 2025	PTCs led by R. Bryson	Faculties engage in partnership working. Faculties report increased employer activity across their curriculum. SCQF Gold Status achieved	
Our Pupil Parliament plays a crucial role in promoting learner voice.	1.2 2.2 3.1	An action plan is produced by designated staff.	September 24	R. Carson H. Livingston M. Leishman E. Marsh A. Rutherford	Action plan created and implemented	
We will achieve UNCRC Gold Status	1.2 2.2 3.1	An action plan is produced by designated staff. Student led input at Friday PM session	June 2025 Friday 6 th September	D. Hunter A. Douglas	Gold Status evidence gathered and verified	
Our teachers use digital tools to promote inclusion.	1.2 2.3 3.3	An action plan is produced by designated staff.	June 2025	J. Campbell	Action plan created and implemented Promethean training undertaken by majority of staff	
Our refreshed Mental Health Strategy is embedded.	1.2 3.1	Student led input at Friday PM session to share refreshed strategy Survey created and shared with pupils/staff and parents/carers	Friday 6 th September	D. Mason/A. Rutherford	Survey indicates our strategy has given our staff an increased understanding of their role and responsibility with regards Mental H&W Survey indicates our strategy has given our young people an increased understanding of their own feelings, trigger points, how to self-regulate in challenging situations as well as the support available	
Our teachers use existing pupil data to support classroom interventions	1.3, 2.2, 2.3 3.1	CLPL session to support staff in use of Didbook Progress analysis Consider Didbook Progress interventions system	June 2025	A. Bulloch	Staff feedback	

Priorities for Understanding

How well do we enable parents/carers to contribute to the life of the school and be involved in aspects of school improvement?

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
How can the school enhance its methods of providing timely and helpful information about students' progress to parents?	2.3 2.7 3.2	Parent Council agenda item Parent/Staff Working Group established Parent Survey	December 24	PC members Designated staff	Current 23.24 survey results Working group feedback and evidence gathered	
How can the school improve its communication and resources to better support parents in assisting their child's learning at home?	2.3 2.5	Parent Council agenda item Parent/ Staff Working Group established Parent Survey	December 24	PC members Designated staff	Current 23.24 survey results Working group feedback and evidence gathered	

Cluster Priority

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
Cluster schools will work towards the goal that all young people in Linlithgow Cluster schools are curious, passionate, engaged, knowledgeable and skilful learners from the day they start ELC to the day they leave the Academy UNCRC Article 3,12,13, 29,31		All staff to engage with Education Scotland's Curriculum Innovation team to develop understanding of why there is a need for curriculum change and to create a shared vision for what that might look like across the cluster Create a Working Party consisting of staff, pupils and parents/carers from across the cluster to support the development of a cluster vision and to begin to devise the 'what' and 'how' around achievement of the cluster goal	4-hours allocated for collaborative working across session. Working party sprints Completion by April 2025	Working Party involving primary/secondary staff	Pupil, parent/carer, partner and teacher survey will display positive perception of learning in relation to relevance, enjoyment, pace, challenge and quality Observations and focus groups will show higher levels of enthusiasm, enquiry and engagement across stages Reported incidents of low level disruption and disengagement will reduce significantly	