

Linlithgow Academy

School Improvement Plan 2025.2026



Head Teacher's Introduction

Linlithgow Academy is a six-year comprehensive school serving over 1,200 young people from Linlithgow and its surrounding communities. We offer a progressive, inclusive, and engaging curriculum designed to be challenging, relevant, and enjoyable, with opportunities for personalisation and choice at every stage of the learner journey.

Our vision statement, “**Together We Thrive,**” reflects our commitment to collaboration and community. We believe that by working in partnership—young people, staff, and parents/carers—we can create a supportive environment where every individual is empowered to flourish academically, socially, and emotionally.

Our school values guide the culture and ethos of Linlithgow Academy:

- **Kindness** – We nurture a community grounded in empathy, compassion, and mutual respect. Kindness shapes our daily interactions and underpins the supportive relationships that help our young people feel safe and valued.
- **Curiosity** – We encourage inquisitiveness and a love of learning. Our curriculum and teaching approaches foster open-mindedness, critical thinking, and a lifelong passion for exploration and discovery.
- **Perseverance** – We promote resilience and determination, helping our learners to face challenges, develop grit, and remain committed to achieving their personal and academic goals.
- **Fairness** – We champion equity and justice for all. We strive to ensure that every individual is treated with dignity and respect, and that our school is a truly inclusive space where diversity is recognised and celebrated.

By living out our vision and values, we aim to provide a nurturing, aspirational, and inspiring educational experience—preparing our young people to be compassionate, thoughtful, and engaged contributors to society.

Raising Educational Attainment Strategy 2023-2028

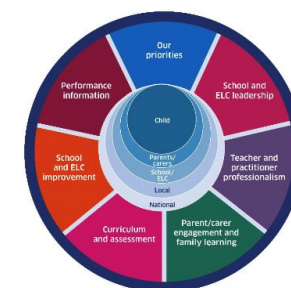
Outcome 1 – Learning and Curriculum

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 and 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 increase personal, social, cultural and economic opportunities.



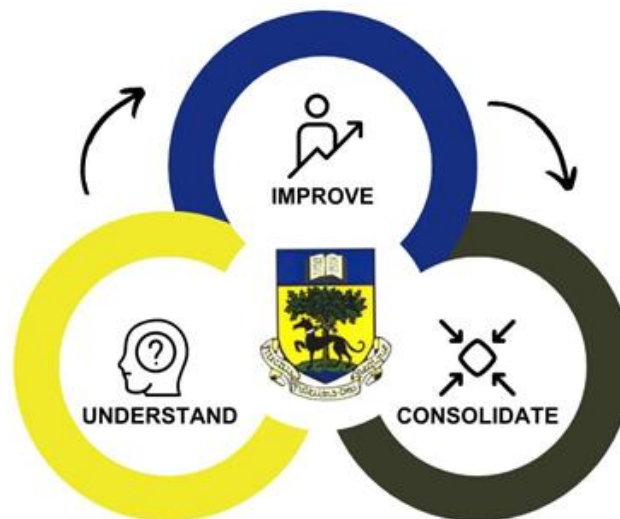
[National Improvement Framework](#)

[NIF sketchnote 2025](#)

[West Lothian Raising Education Attainment Strategy 2023-2028](#)



Summary of Priorities 2025-2026



The recent cyberattack on the WL education network has had a substantial and far-reaching impact, with serious implications for the prioritisation and timing of our School Improvement Plan priorities. We fully acknowledge the disruption this has caused to daily operations and will give careful consideration to its effects when determining the time and resources allocated to SIP-related tasks for session 2025.2026.

Together we will Improve:

1. Our CORE approaches enable high quality teaching and learning in the classroom.
2. Teachers demonstrate increased confidence in applying strategies to promote inclusion, wellbeing and equity to meet learners' needs.
3. Our shared understanding of progression enables our young people to achieve in their learning.

Together we will Consolidate:

1. Consolidate Health and Wellbeing (HWB) and Equality & Diversity (E&D) Strategies
2. Consolidate CARE reporting system for wellbeing and bullying concerns

Together we will Understand:

1. ABSM role is clearly understood as we move to a Hub model with workload and duties clearly articulated and manageable
2. Clarity around parents and carers feedback that they receive timely, clear and meaningful information about their child's progress to support engagement and partnership in learning.
3. Consider how all staff can receive appropriate, timely support and resources to effectively plan, prepare, assess and fulfil their professional roles.
4. Foster a culture of wellbeing where all staff feel empowered to contribute to school priorities and recognised as valued members of the school community.

Priorities for Improvement

1. Our CORE approaches enable high quality teaching and learning in the classroom.

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
All staff have a shared understanding of our learning and teaching strategy and enact it in their classrooms to improve practice .	2.3, 1.3	<ul style="list-style-type: none"> Embed the use of our CORE teaching portal at all sites of practice linked to curriculum making and pedagogical improvement. 	AUGUST	DHT / PTCs	<ul style="list-style-type: none"> - Analytics of website portal usage. - Staff feedback on application in classrooms. - Inclusion in CLPL sessions and planning documents. - Records of INSET activity. - Departmental QA sampling shows reference to portal. - Portal used to support collaboration at INSET/FRI PM sessions. - Records of learning visits (digital calendar). - Learning rounds observe CORE approaches in action. - Resource pack used by staff and feedback from trial use. - PTC planning documentation. - Minutes of FM/DM. - Evaluative feedback from PTCs. - Use of tool seen in curriculum overviews and unit planning. - Review of pupil passports. Learning round discussions. 	
		<ul style="list-style-type: none"> Continue to develop and share further exemplification of CORE approaches to support practice and enable improvement at classroom level. 	AUGUST	ALL		
		<ul style="list-style-type: none"> Design a CORE practice resource pack for use by teachers and PTCs to support lesson planning and preparation. 	DECEMBER	DHT / PTCs/ TLC		
		<ul style="list-style-type: none"> Create a planning tool for use by PTCs to support curriculum making practices in faculties and departments. 	DECEMBER	DHT / PTCs		
		<ul style="list-style-type: none"> Consistently integrate use of pupil data (including pupil passports and data file) into lessons and use this to inform the process of lesson planning to meet the needs of all students. 	OCTOBER	PTCs / ALL		
		<ul style="list-style-type: none"> Ensure a consistent approach to the teaching of cover lessons. 	AUGUST	DHTs / PTCs ALL		
	2.3, 1.2			ELT	<ul style="list-style-type: none"> - Staff surveys (e.g., pre/post INSET, annual staff wellbeing audits). 	

<p>Our school culture enables teacher agency by promoting professional learning, collaboration and a collective commitment to improvement.</p>		<ul style="list-style-type: none"> Develop the capacity of staff at all levels to reflect critically on their practice and use evidence from self-evaluation to improve learning and teaching. 	AUGUST - MAY		<ul style="list-style-type: none"> PRD records. Uptake and attendance data for CLPL, including optional events. Records of PTC/HT/DHT termly progress meetings. 	
		<ul style="list-style-type: none"> Further enhance our CLPL offer to ensure all staff are supported to improve their practice in the classroom. 	AUGUST	ELT / WLC Quality Improvement Officers	<ul style="list-style-type: none"> Record of teacher-led sessions. Session feedback from reflections. PRDs or CLPL logs. Staff recognition of impact. 	
		<ul style="list-style-type: none"> Provide greater choice (INSET/FRI PM) so that teachers can select CLPL provision that best meets their professional development needs. 	OCTOBER	ELT	<ul style="list-style-type: none"> Professional learning conversations. Peer feedback notes. Learning round reflections. QA evidence of planning processes. Pupil feedback. 	
		<ul style="list-style-type: none"> Increase peer observation among teachers as part of our learning rounds model. 	DECEMBER	DHT / PTCs / TLC	<ul style="list-style-type: none"> Feedback from CLPL sessions Increased engagement in optional sessions Variety of sessions offered and led by staff FIP/FSES. 	
		<ul style="list-style-type: none"> Continue to create opportunities for teacher led professional learning at INSET/FRI PM sessions. 	AUGUST - MAY	DHT / PTCs	<ul style="list-style-type: none"> TLC meeting records Portal content uploads and engagement metrics linked to 'Classroom Illustrations' and 'TLC' webpages. Staff feedback on application of CORE resources. Learning visit data reflecting enactment of CORE practices in classrooms 	
		<ul style="list-style-type: none"> Continue to create conditions for teachers to lead learning across the school and contribute to areas of school improvement. 	AUGUST - MAY	DHT / TLC		
		<ul style="list-style-type: none"> Continue to develop TLC capacity to lead learning at whole school level. 	AUGUST			
		<ul style="list-style-type: none"> Consistently demonstrate teacher roles and responsibilities within HWB strategy (Mental Health, E&D, Anti-bullying, Equity) to ensure an inclusive classroom culture. 	OCTOBER			

2. Teachers demonstrate increased confidence in applying strategies to promote inclusion, wellbeing and equity to meet learners' needs.

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
Our school culture is informed by GIRFEC principles , encourages responsible behaviour and promotes the right to learn of all students.		<ul style="list-style-type: none"> Align our Positive Relationships Statement with WL and Scottish Government behaviour policy. Introduce SLT climate 'talks and walks.' Strengthen classroom routines around listening and talking to further develop our classroom culture and reinforce expectations around positive behaviour. Designate time for staff to be trained in Restorative Practice - 'Managing Difficult Conversations, Trauma Informed Skilled training and MAYBO WL training Faculty 'positive recognition' systems introduced to acknowledge and celebrate pupil success Develop a refined tracking systems that better captures restorative outcomes and positive behaviour data 	<p>October 2025</p> <p>August</p> <p>October</p> <p>February</p> <p>December</p> <p>December</p>	SLT/ ELT/Faculties	<p>Audit of school policies against WL and SG guidance. Evidence of policy dissemination and discussion (e.g. staff briefings)</p> <p>SLT 'talk and walk' logs. Observation notes and feedback from staff/pupils</p> <p>Learning walk/observation records. Pupil and staff surveys on behaviour expectations and learning climate</p> <p>CLPL attendance logs. Pre/post-training evaluations</p> <p>Staff reflections and implementation evidence. Faculty-level logs of recognition activities</p> <p>Pupil feedback on motivation and celebration of success. Improved behaviour data tracking systems. Analysis of restorative outcomes and incident trends. Staff feedback on system usability and impact</p>	
		<ul style="list-style-type: none"> Improve the strategic coordination of 'pupil parliament' groups (committees, RRS, Debate, 	October	DHT L&T/Support	Increased number of pupils included in Pupil Parliament Committees	

Our school culture enables student agency and develops our students' capacity to participate in all aspects of school life.		<ul style="list-style-type: none"> Faculty links) to create a more coherent school approach to the promotion of student voice. Further develop role of Pupil Parliament Committees to include a wider learner participation within Equality & Diversity, linking S6 Prefect roles 	December	/Development Post Holders	The majority of learners report that they feel included and the school listens to their views and takes those views into account	
		<ul style="list-style-type: none"> Our School Uniform statement is refined to reflect recent Scottish Government guidance We introduce a simplified system to recognise and encourage school uniform compliance 	December	SLT/working group	More consistent approach to adherence to guidance	
Effective partnership working to ensure that all learners needs are met, leading to increased engagement, achievement, and progression into positive destinations		<ul style="list-style-type: none"> Embed new Collaborative Positive Destinations Hub to include CLD, MCMC roles and responsibilities 	October	DHT Support/ HoH – Positive Destinations/ Transition to Work Co-ordinator	Maintain excellent positive destination figures Increased opportunities for young people to engage with targeted interventions to support positive destinations Leaver survey to ascertain impact of support relating to choices for future pathways	
		<ul style="list-style-type: none"> In line with revised WL Attendance Policy, develop school Attendance Improvement Strategy 	December	DHT Support	Updated Attendance Improvement Strategy embedded All staff confident in implementing updated strategy Clear systems in place to ensure roles and responsibilities Increased attendance within targeted groups	
		<ul style="list-style-type: none"> Our Sustrans designated partner (FEL) will work across the school to Increase pupil engagement in active travel. This will include Bespoke group work Whole school awareness raising Certificated courses Community and cluster primary working 	August - December	M. Kerr DHT Support Interested staff	Improved attendance rates for participating pupils. Positive trends in attainment/ attendance/relationships /destination data, particularly among targeted groups. Course Completion rates, progression, and increased pupil engagement.	

3. Our shared understanding of progression enables our young people to achieve in their learning.

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
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Our young people experience a meaningful and coherent curriculum that promotes challenge and progression in learning.	2.2 / 3.2	<p>Update and refresh our curriculum rationale and plans (BGE) to include reference to:</p> <ul style="list-style-type: none"> • Big ideas and big questions used to organise content. • Meaningful homework that reinforces learning. • Assessment approaches and arrangements for moderation. • Articulation at primary transition. • MyWoW profiling tool <p>Continue to embed UNCRC into the curriculum in ways that encourage meaningful engagement with rights-based themes and issues, facilitate student participation and promote learning about, from and through rights.</p>	MAY	PTCs / DHT's	<p>School curriculum rationale updated to reflect changes at national level (CIC). Curriculum plans created at faculty level. Maths cluster plan. Homework standard agreed Minutes of FM/DM PTC meeting discussion Moderation and assessment calendar in place. Collaborate at INSET/FRI PM sessions. Pupil progress reports. Curriculum content, pedagogy and lesson plans are linked to UNCRC articles and Wellbeing areas.</p>	
			MAY	PTCs / DHTs Development Post Holder		
Our school culture enables student agency and develops our students' capacity to participate in all aspects of their learning.	2.3, 3.2	Develop consistent whole school approach to support learner conversations about progress to enhance students' understanding of their strengths and next steps.	DECEMBER	DHTs	<p>Learning Conversation proforma/guidance PTC Meeting discussion Students are confident, active participants in their learning.</p>	
	2.3	Develop the role of pupil parliament in leading improvement at faculty and departmental levels.	DECEMBER	DHT Development Post Holder	Record of pupil parliament meetings with actions and next steps.	
	2.3	Revisit the purpose of plenaries to emphasise evaluation of progress and develop students' capacity to reflect on their learning.	FEBRUARY	DHTs	<p>PTC meeting /faculty minutes. TLC. Inset input. Lesson visits/learning rounds.</p>	
	2.3	Further adapt learning round format to include student focus groups.	SEPTEMBER	DHTs	Record of student feedback from learning rounds	
Teachers consistently use assessment and data to support progression	3.2	Consider how data can be used to look at the gradient of progression, including tracking specific groups of pupils.	DECEMBER	DHT	<p>Didbook Insight to analysis BGE progression created Didbook insight analysis</p>	
	3.2	CfE Machine is used to ensure BGE Progression.	OCTOBER	DHT	<p>Minutes of FM/DM PTC meeting discussion</p>	
	2.2, 3.2	Ensure our approach to tracking (system) within the BGE is informed by an enhanced competency-based model of the curriculum.	DECEMBER	DHT/ PTC's	<p>New TMR in place PTC meeting discussion Moderation and assessment calendar in place</p>	

	3.2	Our Wider achievement framework is used to ensure equity of opportunities, and we can identify attributes and confidences arising from opportunities for achievement.	DECEMBER	DHT	Didbook Insight created Didbook Insight analysis	
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Priorities for Consolidation

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
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Consolidate Health and Wellbeing (HWB) and Equality & Diversity (E&D) Strategies		HWB refresh linked to UNCRC and Pupil Parliament	From August	DM	UNCRC status maintained	
		Preparation for WL C.I.A visit on E&D	Pre December	DM/DHT Support	Strong evaluation from visiting team	
Consolidate CARE reporting system for wellbeing and bullying concerns		Assess teacher usage and consider other options as required	From August	Support Team	Teacher usage remains high	

Priorities for Understanding

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
ABSM role is clearly understood as we move to a Hub model with workload and duties clearly articulated and manageable		Meet with Hub HT and BSM to discuss new model. New school system in place for 'cover.'	From August	Hub HTs BSM	ABSM workload across Hub schools in line with job description	
Increased Clarity around parents and carers feedback that they receive timely, clear, and meaningful information about their child's progress to support engagement and partnership in learning.		Parent Council discussion topic.	October			
		Parent/carers survey return and next steps identified.	October	PC and SLT	Parent survey gives clarity over possible changes to our TMR system	
Consider how all staff can receive appropriate, timely support and resources to effectively plan, prepare, assess and fulfil their professional roles.		Staff discussion on this 2025. Staff Survey return. Identify any possible next steps Consider how improvement can be taken forward.	December	All staff	Greater clarity of issues that can be positively improved at school level	
Foster a culture of wellbeing where all feel empowered to contribute to school priorities and recognised as valued members of the school community.		Staff discussion on this 2025 Staff Survey return Identify any possible next steps Consider how improvement can be taken forward	August – December	All staff	Introduce opportunities where possible to increase feel of staff belonging/wellbeing	

Cluster Priorities 2025.2026

<p>CLUSTER FOCUS</p> <p>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. <i>UNCRC Article 3, 12, 13, 29, 31</i></p> <p>Year 2 focus 25/26: All young people will gain the knowledge, skills and understanding required to be mathematical thinkers.</p>	<p><input checked="" 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 type="checkbox"/> Performance Information</p>	<p>Cluster sessions and a cluster working party (numeracy leads/maths department) to focus on developing a collective understanding (U)</p> <p>Rubrics to be created for each strand of behaving mathematically, to support coherent pedagogical understanding (I)</p> <p>Shared assessment tools to be created to ensure consistent practice between colleagues and schools (I)</p> <p>Second level practitioners to visit to academy during transition week, to observe practice at the academy (I)</p> <p>Joint cluster sessions as follows:</p> <p>26th Sept: cluster launch led by Academy staff to introduce the cluster improvement priority, paint the national picture, and share their work so far on mathematical thinking. Collegiate planning around the actions required.</p> <p>30th Jan: cluster session focusing on identifying golden thread learners, planning of learning round groups.</p> <p>22nd May: data dialogue session for Academy Maths staff and for primary staff who choose to attend: focusing on impact and creation of rubrics for each strand and shared assessment tools.</p>	<p>Short term: By June 2026, there will be a coherent cluster pedagogical understanding around behaving mathematically and pupils leading learning.</p> <p>Long term: By June 2027, almost all young people will demonstrate mathematical behaviours and will be able to apply mathematical thinking across the curriculum.</p> <p>Key measures: <u>Pupil Voice:</u> Young people tell us that they feel increasingly confident in maths. <u>Attainment Data:</u> shows that the attainment of all learners has increased over time in maths and almost all are making good or very good progress. <u>Data analysis</u> around golden thread young people shows that they maintain or increase levels of curiosity, engagement, skill and knowledge from 3-18. <u>Learning conversations:</u> almost all young people are more engaged in maths and display a more positive attitude towards mathematical activities. <u>Observations:</u> show all children are experiencing regular rich opportunities to develop mathematical thinking skills and behaviours. These experiences support and challenge all pupils appropriately.</p>
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Our 8 Desired Improvement Outcomes for S.I.P. 2025.2026

All staff have a shared understanding of our learning and teaching strategy and enact it in their classrooms to improve practice .	Our school culture enables teacher agency by promoting professional learning, collaboration and a	Our school culture is informed by GIRFEC principles , encourages responsible behaviour and promotes the right to learn of all students.	Our school culture enables student agency and develops our students' capacity to participate in all aspects of school life.	Effective partnership working to ensure that all learners needs are met, leading to increased engagement, achievement, and	Our young people experience a meaningful and coherent curriculum that promotes challenge and	Our school culture enables student agency and develops our students' capacity to participate in all	Teachers consistently use assessment and data to support progression
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	collective commitment to improvement .			progression into positive destinations	progression in learning.	aspects of their learning.	
TOGETHER WE THRIVE							