

Standards and  
Quality Report  
Summary 2024.2025



Our vision statement, "Together We Thrive," guides our daily actions at Linlithgow Academy, a six-year comprehensive school serving over 1,200 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.

Our priorities for session 2024.25 were



Enhance Learning and Teaching



Improvement in all young people's wellbeing



Improvement in assessment and attainment including moderation



Next Steps



This year, we focused on embedding our CORE learning and teaching approaches across the school to strengthen student engagement and improve classroom practice. All staff engaged in structured professional learning through INSET and Friday PM sessions, supported by a range of resources including a newly developed teacher portal, CORE descriptors, and collaborative tools. Learning rounds and peer observations were used to share and evaluate practice, while faculties used protected time to develop curriculum-making approaches informed by the CORE framework. Staff collaboration was a key driver, with TLC-led sessions enabling teachers to learn from one another and apply strategies in the classroom. Curriculum development was further supported by a focus on big ideas, interdisciplinary learning, and rights-based education through UNCRC integration. Feedback from staff and students, alongside qualitative data from classroom visits and teacher-created materials, indicate that the majority of teachers are using CORE strategies to plan lessons and are seeing improved student engagement. Most staff report that their professional learning has enhanced their teaching practice and that faculty collaboration is contributing positively to curriculum innovation and pedagogical improvement.



This year, we have focused on strengthening inclusion and wellbeing by increasing staff confidence in applying strategies that support all learners. The implementation of our refreshed Positive Relationships Policy, supported by whole-staff CLPL on restorative practices, trauma-informed approaches, and inclusive pedagogy, has helped create a more consistent and supportive school environment. Staff engaged in meaningful consultation and professional dialogue, while tools such as C.A.R.E forms and improved behaviour tracking systems enabled more responsive interventions and better identification of wellbeing concerns. We enhanced pupil voice through expanded Pupil Parliament Committees, focus groups, and increased pupil-led events and assemblies focused on wellbeing, equity, and diversity. A range of impact measures—including surveys, feedback, behaviour data, and learning visits—demonstrate increased staff confidence, stronger staff-student relationships, and a more inclusive and respectful school culture. Staff now have a clearer understanding of their role in supporting learner wellbeing, and pupils increasingly report feeling safe, listened to, and included in school life.



This year, we have focused on deepening staff understanding of progression within the Broad General Education (BGE) phase, with particular emphasis on improving literacy and numeracy attainment. Staff engaged in professional learning sessions during INSET and Friday PMs to develop confidence in assessment and moderation practices, supported by educational research, exemplars, and professional reading. A key area of development was the use of "shades of green" to support shared understanding of levels within the BGE, enabling clearer and more consistent judgments of progress. The Didbook platform was enhanced to track both attainment and wider achievement, providing valuable data to identify underperformance and ensure strategic interventions. Collaborative work has helped departments focus on effective use of assessment data, while learning rounds and student surveys showed an improvement in learners' ability to articulate their progress and next steps. Staff now have better access to tools that support planning for progression, and there is growing consistency in language used across classrooms to discuss learning. This work has laid a strong foundation for a more responsive and data-informed approach to meeting the needs of all learners in the BGE.



Next session, we will continue to build on our progress by deepening the implementation of our CORE learning and teaching approaches, strengthening inclusive practice and wellbeing, and enhancing progression and attainment in the BGE.

To support learning and teaching, we will further embed the use of the CORE teaching portal across all areas of practice, continue to develop exemplification materials, and increase opportunities for collaborative professional learning. There will be a continued focus on building teacher capacity through peer observation, teacher-led CLPL, and stronger TLC leadership. We aim to improve the quality of learning conversations and student reflection, including through the use of learning passports.

Inclusion and wellbeing will be strengthened by embedding our Positive Relationships Policy through ongoing CLPL, introducing MAYBO training, refining behaviour tracking systems, and increasing staff confidence in leading restorative conversations. We will consolidate the use of the C.A.R.E. system, and further develop the role of Pupil Parliament Committees to ensure broader learner participation. Prefect roles will also be aligned with leadership opportunities in HWB and E&D.

To enhance progression in the BGE, we will focus departmental and faculty time on assessment and moderation, further develop our use of the "shades of green" framework, and use BGE tracking data—including from Didbook—to inform planning and support. We aim to adopt a more competency-based model of tracking progression and improve consistency in how learner conversations are structured. The wider achievement framework will be used more strategically to ensure equity of opportunity for all learners. Throughout, student voice will be central, with adapted learning rounds including student focus groups and an increased emphasis on plenaries that support reflection on progress.