

## Standards and Quality Report Summary 2025.2026

# Our priorities for session 2025.26 were



Enhance Learning and Teaching



Improvement in all young people's wellbeing



Improvement in assessment and attainment including moderation



Next Steps



We have focused on strengthening high-quality learning and teaching through our CORE approaches. This year, staff have worked together through regular professional learning sessions and collaboration to build a shared understanding of these approaches and apply them consistently in classrooms. We have provided practical support through training, resources and a new online portal, helping teachers develop approaches such as clearly opening up learning and giving pupils meaningful opportunities to reflect. Teachers have also had more opportunities to learn from one another through learning rounds, lesson visits and faculty collaboration, ensuring a consistent experience for pupils across subjects. We have involved pupils more directly in this process through focus groups, helping us better understand their experiences. Feedback shows that most teachers feel this collaborative approach is improving their teaching and having a positive impact in classrooms. Pupils report being motivated and engaged, with a clearer understanding of what they are learning and how to succeed. They are also more confident in reflecting on their progress and identifying next steps.



We have focused on improving inclusion, wellbeing and equity so that all young people feel supported and able to succeed. This year, we strengthened our Positive Relationships approach, ensuring clear and consistent expectations for behaviour across the school. Staff undertook significant professional learning, including restorative and trauma-informed approaches, helping them feel more confident in supporting learners and building positive classroom environments. We have also introduced systems to recognise and celebrate pupil success and enhanced partnerships to better support learners' pathways beyond school. Attendance and engagement have been key priorities, supported by targeted strategies and initiatives. As a result, pupils are experiencing a more consistent and respectful school environment, with stronger relationships and clearer routines supporting learning. Many pupils report feeling more motivated and valued, and there are improved levels of engagement, attendance and participation, particularly for those who need additional support. Pupils also have more opportunities to share their views and feel these are listened to.



We have focused on strengthening how children and young people experience progression in their learning. This year, we have refreshed our curriculum to ensure learning is well-planned, challenging and clearly structured, with a stronger focus on "big ideas" and meaningful homework to support understanding. We have also worked more closely with partner primary schools to support smooth transitions into S1. Teachers have further developed how they assess and track progress, using a range of approaches to better understand how learners are progressing and where support is needed. We have also continued to promote children's rights across learning, achieving Gold Rights Respecting Schools status. As a result, learners are experiencing a more coherent and purposeful curriculum. They are increasingly able to reflect on their learning, understand their strengths and identify next steps. There is greater consistency in expectations across subjects, supporting clearer progression for all learners.



Next session, we will continue to strengthen these approaches, with a particular focus on developing high-quality classroom discussion and helping pupils evaluate their learning more effectively.

Next session, we will continue to strengthen consistency in our approach to relationships and behaviour, further improve attendance and build on partnerships to ensure all learners are supported to achieve positive outcomes and destinations.

Next session, we will continue to strengthen learning conversations so learners better understand their progress, build on the use of "big ideas" to deepen learning and further improve how we use data to support all young people to achieve.

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 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.