

Linlithgow Academy

School Improvement Plan 2026-2027



Head Teacher's Introduction

Linlithgow Academy is a six-year comprehensive school serving approximately 1180 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

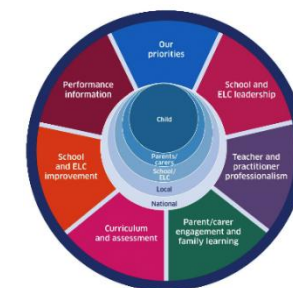
Outcome 1 – Learning and Curriculum

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.



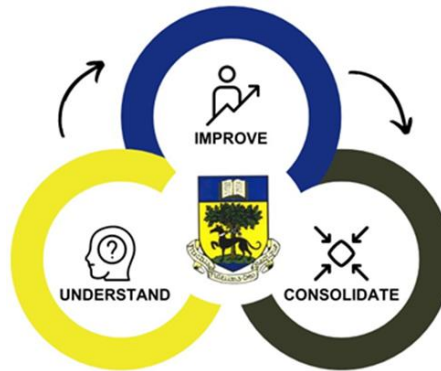
[National Improvement Framework](#)

[NIF sketchnote 2025](#)

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



Summary of Our Priorities 2026-2027



Improve:

1. To enable student agency and develop our students' capacity to participate in all aspects of their learning.

Consolidate:

1. To embed a consistently safe, inclusive and rights respecting learning environment that maximises engagement, attendance and positive outcomes for all learners.
2. To continue to make better use of tracking and monitoring data to meet the needs of all learners

Understand:

1. To improve the understanding of all teaching staff in curriculum making and how to meet learner needs through an inclusive and impactful curriculum

Priorities for Improvement

Desired Outcome	Aims (STAN*) <i>*Specific, Timebound, Aligned and Numeric</i>	QIs	Action(s)	Timeline	Who	What do we need to know? How will we measure it?	Progress Update
To enable student agency and develop our students' capacity to participate in all aspects of their learning.	By March 2027, all teachers will implement a consistent Learning Conversations model, supported by targeted professional learning, shared definitions and agreed tools, resulting in learners increasingly able to reflect on and articulate their progress.	1.3 2.2 2.3 3.1 3.2	- Inform learners and parents on reporting updates and rationale behind Learning Conversations - Appoint development postholders to work closely with PTCs and colleagues to share, model and embed agreed approaches, ensuring that learning conversations become a natural and integral part of classroom practice. - To build staff confidence and understanding as we implement our Learning Conversations model across classrooms by: - Identifying development time and PL session inputs - Developing Scaffolds, prompts and rubrics to support pupil reflection and integrating these fully into the curriculum. - Adapting pedagogy to facilitate learning conversations in the classroom - Agreeing and sharing a clear definition of "high-quality learning conversations" and 'agency' with all staff - Developing a standard digital format (Didbook) across departments for recording learning conversations - Ensuring all learners will have had a minimum of two high-quality Learning Conversations as part of our model - Extending Faculty BGE Moderation sessions to support learning conversations. - Implementing regular QA of learning conversations and input into digital system - Monitoring progress regularly using learner voice, audits and staff feedback	March 2027	DHT PTCs TLC LC Leads All teachers	QA shows consistent model use across classrooms Staff confidence and shared understanding improve (audit/PRD) Conversations show high-quality dialogue and reflection Learner voice shows improved articulation of progress Practice evident in pedagogy, planning and moderation Systems (digital + QA) embedded and sustained	

			○ Reviewing impact and adjust approach to ensure increasing learner ownership of progress				
	By Easter 2027 All teachers will have strengthened their inclusive and impactful pedagogy, leadership and curriculum making so that all learners' needs are consistently met across classrooms.		• Continue to develop exemplification of CORE approaches to support practice and enable improvement at classroom level. • CORE approaches are used by all teachers to support the implementation of meaningful learner conversations • Create conditions through INSET/FRI PM for staff to develop their capacity to 'orchestrate opportunities for structured dialogue and discussion' and 'evaluate learning' as part of school learning and teaching strategy. • Ensure MLN is explicitly delivered through our Learning Conversations model, CORE approaches, Faculty moderation and curriculum design • Align CORE practice in the above areas including learning conversations to ensure proposed changes are enacted in the classroom in meaningful and sustainable ways.	May 2027	DHT L&T PTCs All teachers	All faculties have shared exemplars evident in planning and learning visits QA confirms high-quality learner conversations occurring Staff confidence improves; learning rounds show stronger discussion and reflection QA evidences MLN embedded across planning, pedagogy and moderation Practice is consistent across faculties and sustained through QA/PRD	

Priorities for Consolidation

Desired Outcome	Aims (STAN*) <i>* Specific, Timebound, Aligned and Numeric</i>	QIs	Action(s)	Timeline	Who	What do we need to know? How will we measure it?	Progress Update
To embed a consistently safe, inclusive and rights respecting learning environment that maximises engagement, attendance and positive outcomes for all learners.	By Easter 2027, almost all staff will confidently and consistently implement the school's Positive Relationships Statement, leading to improved responses to dysregulated behaviour and a reduction in incidents requiring PTC/SLT intervention	3.1 2.4 2.7 3.2	- Implement identified actions arising from feedback from recent MAYBO training - Reinforce consistent application of the school's Positive Relationship Statement across the school - Provide refresher PL opportunities and professional dialogue to support staff confidence and consistency - Continue to monitor and review SEEMiS behaviour referrals to identify trends and next steps - Continue to monitor and review SLT Assist requests to identify trends and next steps - Use of Learning Visits to evaluate the consistent application of de-escalation strategies - Re-introduce L.A.M.P priorities for staff & pupils - Introduce monthly uniform checks with associated contact with home as required.	Easter 2027	Strategic Lead- SLT PTCs	Reduction in incidents requiring PTC/SLT behaviour intervention Reduction in SEEMiS behaviour referrals relating to dysregulated behaviour PTC Learning Visit feedback- consistent implementation of the Positive Relationships Statement Almost all staff consistently implement L.A.M.P strategies. Improvement in pupils complying with our SAFE dress code	
	By Easter 2027, almost all pupils will demonstrate an increased understanding of equality, inclusion, respectful relationships and children's rights. Staff confidence in responding to issues relating to equality, diversity and inclusion will also improve.		- Implement identified aspects of the Progressive Masculinity Programme and ESAS to complement and strengthen existing MVP programme - Engage with the Respect Me accreditation process to validate, refine and further strengthen existing approaches to promoting respectful relationships and preventing bullying behaviour - Refresh/combine our Anti-Bullying, Equity and Equality and Diversity Pledges to further promote a shared understanding of rights, responsibilities, belonging and relationships across the school community - Continue to embed anti-racism and UNCRC learning through PSE and curriculum pathways - Continue to use assemblies, awareness events and Pupil Parliament Committees to promote equality, inclusion and children's rights	Easter 2027	Strategic Lead- DHT, PTC Support	Pupil HWB check-in survey data analysis Reduction in prejudice-based incidents recorded in SEEMiS Reduction in alleged bullying wellbeing concern CARE Forms	

			- Analyse prejudice-based incidents and wellbeing data and use findings to inform future planning and interventions - Provide PL opportunities to increase staff confidence in responding to issues relating to equality, diversity and inclusion				
	By Easter 2027, whole-school attendance will be sustained above 90% (above WL aim), FME attendance above 80% (above WL aim) and Q1 attendance will improve by 3%.		- Continue to implement the revised school attendance strategy in line with authority guidance and staged intervention procedures - Discuss, understand, and adapt school strategy and practice in line with: - Included, Engaged and Involved: Part 1 - Improving Attendance - Understanding the Issues report. - Identify Q1/FME pupils for targeted/personalised support through attendance data analysis - Implement weekly attendance mentoring for identified Q1/FME pupils and families - Implement targeted intervention plans for identified Q1/FME pupils	Easter 2027	Strategic Lead- DHT All Keyworkers PSM FLW Pastoral PSWs	Whole school attendance remains above 90% FME attendance remains above 80% Q1 attendance improves by 3% 4 weekly attendance tracking in line with revised attendance strategy Number of interventions	
	By Easter 2027, overall positive destinations will be sustained above WL average (including CEYP, Q1 and Q2 learners), with the proportion of ASN learners within the negative destination cohort reducing by 20%		- Identify ASN learners at risk of a negative destination - Implement enhanced transition planning and personalised support for identified ASN learners - Increase work experience and employer engagement opportunities for ASN learners - Continue to monitor and destination data regularly and implement targeted interventions where concerns arise	Easter 2027	Strategic Lead- DHT, PTC Support TTW Co-ordinator SDS CLD	Overall positive destinations (including CEYP, Q1 and Q2) remain above WL average Proportion of ASN learners within the negative destination cohort reduces by 20% Increased number of ASN learners with a confirmed post-school pathway	
	By Easter 2027, all staff will demonstrate increased confidence and consistency in implementing inclusive classroom approaches to meet the needs of all learners		- Refresh and relaunch the school's Inclusive Classroom Charter - Use the CIRCLE Framework to support self-evaluation and the development of inclusive classroom practice - Continue to develop staff understanding of inclusive classroom approaches through professional learning and professional dialogue	Easter 2027	Strategic Lead- DHT PTCs All Teachers	PTC Learning Visit feedback-effective implementation of the revised Inclusive Classroom Charter CIRCLE self-evaluation evidence demonstrates progress in inclusive classroom practice	

						Learner feedback indicates learners feel supported, included and able to participate fully in learning	
To continue to make better use of tracking and monitoring data to meet the needs of all learners	By Easter 2027 our high-quality data reflection model, will ensure focused discussion on data, learner progress and clear subject action planning is embedded		- Implement a clear, calendarised data reflection model across the session. - Continue to build staff confidence in analysing and using attainment data. - Continue to use data to drive targeted subject interventions and action planning in SP. - Introduce new BGE analysis tools to further support targeted interventions at subject level, including numeracy and literacy within the BGE - Review and evaluate impact regularly through attainment discussions	Easter 2027	DHT Attainment	Calendar and QA show consistent use of the data reflection model Attainment meeting minutes evidence clear, data-focused dialogue and actions Staff survey/PRD evidence increased confidence in using data Faculty plans show targeted interventions linked to data Regular data reviews with recorded actions Tracking data shows increased % of learners on track and improved progress	

* Specific, Timebound, Aligned and Numeric

Priorities for Understanding

Desired Outcome	Aims (STAN*) <i>*Specific, Timebound, Aligned and Numeric</i>	QIs	Action(s)	Timeline	Who	What do we need to know? How will we measure it?	Progress Update
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To improve the understanding of all teaching staff in curriculum making and how to meet learner needs through an inclusive and impactful curriculum	By January 2027, almost all staff will demonstrate a shared understanding of curriculum making. By June 2027 almost all staff will apply this understanding to the four contexts of learning in CfE	2.2 2.3	Participation by staff in authority led opportunities and activities organised by school strategic lead	Throughout the session as per calendar	All staff CIC secondary authority development postholders CIC school strategic leads	The CIC central strategic group will define measures	The CIC central strategic group will measure progress
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