# Whitburn Academy

# Standards and Quality Report

# 2024-2025

# About Our School

| School roll 2024-2025 | Cluster Primary Schools |
|---|---|
| 880 | Croftmalloch Primary, Fallahill Primary, Greenrigg Primary, Polkemmet Primary, Longridge Primary, Stoneyburn Primary, and Whitdale Primary |

**Leadership Team**

Head Teacher, 3 Depute Head Teachers, Business Support Manager, 6 Principal Teachers Curriculum, 3 Principal Teachers Support

**Student Quintile Distribution**

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| 28% | 25% | 27% | 20% | 0% |

**Free School Meal entitlement:** 23.44%

**Our Current Self Evaluation of HGIOS Quality Indicators**

| 1.3 | 2.3 | 3.1 | 3.2 |
|---|---|---|---|
| Leadership of Change | Learning, teaching and assessment | Ensuring wellbeing, equality and inclusion | Raising attainment and achievement |
| Very Good | Good | Good | Very Good |

# Priorities from Session 2024-2025

*Improve:*
- Learning, Teaching & Assessment
- Tracking & Monitoring in the BGE including Wider Achievement
- Subject Specific Attainment
- Curriculum
- Attendance
- Positive Destinations

*Consolidate:*
- Attainment Data (including Literacy & Numeracy)
- Culture & Ethos

*Understand:*
- What are the Gender barriers to learning?

The following standard Education Scotland terms of quantity are used in this report:

| All | Almost all | Most | Majority | Minority / less than half | A few |
|---|---|---|---|---|---|
| 100% | 91-99% | 75-90% | 50-74% | 15-49% | Less than 15% |

| Priority | Improve: Learning, Teaching & Assessment |
|---|---|
| **Desired outcomes** | All staff are confidently delivering high-quality learning experiences for ALL learners within a fully inclusive classroom environment.<br>New Learning & Teaching Framework embedded.<br>All staff complete a Practitioner Enquiry to improve an aspect of their pedagogy. |
| **What did we do?** | CLPL session delivered on Inclusion with a focus on the CIRCLE framework and the importance of considering the physical and social environment of the classroom.<br>Collaboration time allocated to develop staff confidence in how they ensure equity for all learners within their subject specific environments.<br>School Improvement Group created to continue to develop interactive toolkit within L & T Framework.<br>Almost all staff undertook Practitioner Enquiry related to one of the 6 Aspects of Learning.<br>Support materials produced on our LTA Framework website to allow staff to undertake an effective Practitioner Enquiry.<br>Focused In-House CLPL offered to all staff to support improvement in pedagogy.<br>New trio approach to classroom observation introduced. |
| **How did we measure?** | WLC VSE feedback.<br>Staff feedback on CIRCLE Framework.<br>Feedback from learners with identified ASN.<br>Attainment analysis of learners with ASN.<br>Staff feedback on LTA Framework.<br>Staff feedback on the new observation process.<br>Attendance at CLPL events.<br>Practitioner Enquiry feedback. |
| **Impact on learners and/or staff** | The physical environment of almost all classrooms promotes inclusion.<br>Almost all learners with ASN report that they can participate fully in their learning.<br>Almost all staff report improved confidence in aspects of their pedagogy as a result of Practitioner Enquiry.<br>Almost all staff report improved learning experience from the new observation process.<br>The majority of staff report positive learning experiences from CLPL events. |
| **Next steps** | To confidently rate ourselves as Very Good for LTA by continuing with relentless focus on improving learners' experiences through staff CLPL. |

| Priority | Improve: Tracking & Monitoring in the BGE including Wider Achievement |
|---|---|
| **Desired outcomes** | Our whole School BGE tracking system provides a robust overview of learner progress across all curricular areas. Our whole School Rewards tracking system provides a robust overview of learner participation and wider achievement |
| **What did we do?** | Reviewed and updated our existing whole school BGE tracking system. Faculties/Departments agreed assessment and moderation processes within the BGE to ensure confident and consistent judgement of Curruculum for Excellence levels achieved. Faculty BGE tracking systems created to align with whole school tracking system. Produced an annual calendar of events to encourage participation in events out with the classroom. The whole school Rewards Tracker updated monthly to provide overview of participation. |
| **How did we measure?** | Tracking system designed to provide consistent and robust information on learner progress across all curricular areas. How well we used the tracking data regularly to identify learners who would benefit from targeted interventions. Staff consistency in inputting robust 'achievement of a level' data into the tracking system. Confidence level in using achievement of a level data to inform Learner Pathways meetings in the senior phase. House Teams actively monitored participation in events beyond the classroom. Monthly analysis of tracking data allowed early intervention to target those not participating in the wider life of the school. |
| **Impact on learners and/or staff** | Based on agreed assessment approaches and moderation most staff confirm they are confident inputting robust 'achievement of a level' data into the tracking system. Staff judgement on achieved levels align with Standardised Testing (CAT & SNSA). Staff who access tracking data to inform next steps in terms of targeted interventions and support report confidence in consistency and reliability of data. Staff facilitating Learner Pathways interviews into the Senior Phase report increased confidence in using the tracking data to inform decisions. Pupil participation in events beyond the classroom increased. Monthly analysis of tracking data allowed early intervention to target pupils not participating in any aspect of school beyond the classroom. |
| **Next steps** | To consolidate our approaches to tracking & monitoring in the BGE to increase confidence in robustness and reliability when using data to make informed decisions. |

| Priority | Improve: Curriculum |
|---|---|
| **Desired outcomes** | Improved Senior Phase Curriculum offer results in increase in stay on rate in S5<br>Successful introduction of PBL in BGE |
| **What did we do?** | Undertook pupil evaluation to determine if the current curriculum offer in the senior phase is influencing decision to leave school at end of S4.<br>School Improvement Group established, with representation across Faculties, to consider how to further expand curriculum offer.<br>Introduced more accessible courses.<br>Introduced Project Based Learning into S2 curriculum with a focus on skills development. |
| **How did we measure?** | Response from pupil evaluation.<br>SIG worked with faculties to add to range of courses offered as part of the Pathways 2025 offer.<br>Introduced more accessible courses including L5 Barista and L6 Customer Services.<br>Increased staff understanding of rationale for inclusion of PBL in BGE curriculum. |
| **Impact on learners and/or staff** | Wider range of courses offered as part of the Pathways 2025 offer.<br>6 projects successfully introduced in S2 curriculum. |
| **Next steps** | To continuously evaluate our Senior Phase curriculum offer and adapt to meet the needs of our learners, and to further embed skills-based projects into the BGE curriculum. |

| Priority | Improve: Attendance |
|---|---|
| Desired outcomes | Annual attendance rate improves from 85% to 86.5% by June 2025 |
| | Annual attendance rate of Q1 pupils improves from 80% to 83% by June 2025 |
| | Pupils with attendance below 50% will decrease from 6.5% to 2.5% by June 2025. |
| What did we do? | House Team supported by DHT to ensure consistency of use of SEEMiS attendance codes. |
| | Power BI utilised weekly to rigorously monitor and analyse attendance data to facilitate early and targeted intervention. |
| | Power BI utilised weekly to identify emerging attendance concerns for identified vulnerable groups, to ensure early targeted interventions. |
| | Early identification of vulnerable pupils who would benefit from engaging with school outreach at Whitburn Partnership Centre. |
| How did we measure? | House PSWs report good understanding of use of SEEMiS codes |
| | Strategic targeted approach to increase attendance of pupils in Bands 70% – 80% & 80% – 90% to move pupils into next band. |
| | Overall attendance target of 86.5% achieved or exceeded. |
| | Overall attendance target of 83% for Q1 pupils achieved or exceeded. |
| | Attendance at Partnership Centre leads to improved engagement from pupils with attendance below 50%. Attendance moves into next band. |
| Impact on learners and/or staff | SEEMiS codes consistently applied accurately. |
| | Overall attendance of 84.28% achieved. |
| | Overall attendance of 80.21% for Q1 pupils achieved. |
| Next steps | To develop an attendance improvement strategy to include rigorous tracking to ensure effective targeted interventions to ensure attendance rate improves. |

| Priority | Improve: Positive Destinations |
| --- | --- |
| **Desired outcomes** | 95% of learners progress to positive and sustained destinations which reflect their aspirations. |
| **What did we do?** | Live tracking system introduced to allow early identification and targeted support for pupils in danger of entering a negative destination.<br>DHT Support to attend weekly HUB meetings.<br>School based HUB team weekly meetings had a relentless focus on supporting 'at risk' pupils identified as being in danger of entering a negative destination<br>Universal offer developed by central team accessed to increase support offer.<br>Targeted offer developed by partners accessed to support at risk young people<br>Reviewed existing Skills Framework<br>Introduced new 'I am Skilled' programme in S2<br>Enhanced existing Flexible Curriculum Pathways to include more SfW opportunities. |
| **How did we measure?** | School stretch aim of 95% entering a Positive Sustained Destination achieved.<br>Weekly HUB Minutes.<br>Increase in expected number of identified 'at risk' pupils entered positive destinations<br>Updated Skills Framework introduced.<br>Successful programme introduced to support S2 Pathways process.<br>Increase in number of partners supporting delivery of curriculum.<br>Targeted pupils followed bespoke curriculum with emphasis on developing skills to sustain successful employment. |
| **Impact on learners and/or staff** | 95% of leavers, including those from quintile 1, entered a Positive Sustained Destination.<br>Updated Skills Framework introduced.<br>My World of Work profiling introduced.<br>Successful introduction to 'I am skilled' curriculum designed to support S2 Pathways.<br>Several learners following bespoke curriculum successful in gaining employment. |
| **Next steps** | Aim to increase those entering positive sustained destinations to 96% including Q1 learners. |

| Priority | Improve: Subject Specific Attainment |
|---|---|
| **Desired outcomes** | Pass rate (%A – C) above 85% for all subjects at National 5 & Higher.<br>Quality of passes (%A, %A -B%) increased to ensure attainment success at next level across all subjects.<br>Attainment targets for Higher English and Higher History achieved.<br>School attainment targets for identified subjects achieved. |
| **What did we do?** | Staff complete Results Analysis & Reflection (RAR) to identify personal action plan for improvement in 2024-2025<br>Faculty Attainment Analysis completed.<br>Attainment Meeting with HT to agree focused Faculty Action Plan<br>Languages & Humanities Faculty Heads fully engage with RAISE2 Action Plan to achieve targets for Higher English and History.<br>Subject specific School Action Plans created for Physical Education, Music, and Human Biology |
| **How did we measure?** | Staff Action Plans devised, agreed and implemented.<br>Faculty Attainment targets for 2024 – 2025 agreed.<br>Regular attainment discussions with Faculty Heads to ensure on track with Action Plans<br>Rigorous tracking of faculty attainment data.<br>Aim to achieve all attainment targets by Aug 2025. |
| **Impact on learners and/or staff** | 12 of 22 N5 subjects achieved 85% or above pass rate.<br>16 of 27 Higher subjects achieved 85% or above pass rate.<br>All three subjects with specific action plans raised A – C% pass rate.<br>100% pass rate achieved for Higher History.<br>85% pass rate achieved for Higher English. |
| **Next steps** | To continue to raise both the quantity and quality of passes in all subjects at all levels. |