

Whitburn Academy

Standards and Quality Report

2025-2026



About Our School

School roll 2025-2026	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
29%	24%	26%	21%	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 2025-2026

Improve:

- Self-evaluation of QI3.1
- Attendance
- Approaches to DYW
- Positive Destinations
- Attainment

Consolidate:

- Culture & Ethos
- Learning, Teaching & Assessment
- Tracking, monitoring & assessment

Understand:

- My World of Work profiling tool
- Impact of development of Curriculum Improvement Cycle

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: Self-evaluation of QI3.1
Desired outcomes	All staff are aware of their duty and confidently fulfil their responsibility to ensure young people feel safe, respected and included
What did we do?	Specific focused 3.1 input on every INSET Day. Sessions tailored to the needs of staff based on response to whole school self-evaluation of 3.1 CLPL sessions delivered on the CIRCLE framework with a focus on the importance of considering the physical and social environment of the classroom. Collaboration time allocated to develop staff confidence in how they ensure equity for all learners within their subject specific environments.
How did we measure?	WLC CIA feedback. Staff feedback from INSET day sessions indicates improved knowledge of legislation, and increased confidence in fulfilling their responsibility in terms of ensuring young people feel safe and included when in their care. Staff feedback on CIRCLE Framework. Feedback from learners with identified ASN. Attainment analysis of learners with ASN.
Impact on learners and/or staff	Staff feedback from INSET day sessions indicates improved knowledge of legislation, and increased confidence in fulfilling their responsibility in terms of ensuring young people feel safe and included when in their care. The physical environment of almost all classrooms promotes inclusion. Almost all learners with ASN report that they can participate fully in their learning.
Next steps	To confidently rate ourselves as Very Good for QI 3.1 by continuing with relentless focus on ensuring young people feel safe, respected & included, with a particular focus on inclusive pedagogy.

Priority	Improve: Attendance
Desired outcomes	Annual attendance rate improves to 86% by June 2026 Quintile 1 attendance rate improves to 83% by June 2026 Number of pupils with attendance below 50% will decrease by 4% by June 2026
What did we do?	Attendance improvement strategy developed to ensure targeted approaches are implemented for specific groups. Attendance procedures guidance developed in line with WLC revised policy. Robust tracking of specific identified groups to ensure effective targeted interventions. 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. Raised pupil and parent awareness of impact of non-attendance.
How did we measure?	School attendance targets achieved through implementation of improvement strategy. Consistency in approach to attendance procedures evident across all Houses including use of Seemis attendance codes. Power BI - measurable improvement in the 80 – 90% and 70 – 80% range evident. Pupil attendance assemblies. Resources shared with parents through website, school app, and parent's evenings.
Impact on learners and/or staff	Overall attendance of 85.33% achieved. Overall attendance of 82.77% for Q1 pupils achieved. Number of pupils with attendance below 50% decreased.
Next steps	Continued focus on attendance improvement strategy ensuring effective targeted interventions which results in increased attendance rate.

Priority	Improve: Developing the Young Workforce
Desired outcomes	Our approach to DYW has a clear focus on developing the essential workplace skills and attributes of young people.
What did we do?	Ensure DYW coordinator familiar with new guidance and confident of role within that. Work in collaboration with WLC to develop and implement new model for work experience Self- evaluation to ensure career education standard is fully embedded across the BGE curriculum. Ensure curriculum design reflects knowledge of local labour market intelligence. Embed adapted 'I am Skilled' programme in S2
How did we measure?	New guidance fully implemented. New work experience model developed and implemented. Faculty curriculum plans evidence that career education standard outcomes are embedded across the S1 – S3 curriculum. Skills for Work courses included in curriculum offer reflect current opportunities within the local labour market. Successful programme incorporated into S2 curriculum to support S2 Pathways process. Increase in number of partners supporting delivery of curriculum. Careers Fair.
Impact on learners and/or staff	More pupils accessing appropriate work experience. Learners make more informed course choice based on improved knowledge of careers based on local LMI. S2 'I am skilled' programme supporting learners to make informed choices relevant to future careers. Specific learners following appropriate Skills for Work courses.
Next steps	Aim to ensure that all learners are equipped with the knowledge, skills and attributes to pursue their career of choice.

Priority	Improve: Positive Destinations
Desired outcomes	95% of all learners' progress to positive and sustained destinations which reflect their aspirations. 93% Q1 and 92.5% ASN secure a positive destination.
What did we do?	Live tracking system embedded and continuously updated to allow early identification and targeted support for pupils in danger of entering a negative destination. Robust use of Power BI ensures weekly HUB meetings have relentless focus on supporting 'at risk' pupils. DHTs to attend weekly HUB meetings. 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 Continue to access Universal offer developed by central team. Continue to access targeted offer developed by partners to support at risk young people.
How did we measure?	School stretch aims for all pupils including Q1 and ASN achieved. Number of identified 'at risk' pupils enter positive destinations increased.
Impact on learners and/or staff	93.53% of leavers entered a Positive Sustained Destination 95.92 from quintile 1 entered a Positive Sustained Destination.
Next steps	Aim to increase those entering positive sustained destinations to 95% including Q1 learners.

Priority	Improve: Attainment
Desired outcomes	Leavers achieve highest possible level of Literacy and Numeracy. Increase SCQF attainment of leaver cohort. 85% pass rate achieved for all subjects at all levels with quality of passes (%A, %A -B%) at N5 and Higher increased.
What did we do?	Rigorous T & M of learner progress and early intervention to ensure every learner achieves the highest possible levels of literacy and numeracy by their leaving date. All learners to achieve L6 Personal Development by end of S4. Christmas leavers follow wider achievement curriculum until leaving date. Rigorous Results Analysis & Reflection (RAR) completed to identify personal action plan for improvement in 2025-2026. Faculty Attainment Meetings with HT to agree focused Faculty Action Plans Faculty Heads create specific, focused Action Plans for subjects/levels not yet achieving target pass rate of 85% Faculty Heads fully engage with any Action Plans created by WLC for identified subjects.
How did we measure?	L3 Literacy & Numeracy achieved by 98% of leaver cohort. L4 Literacy & Numeracy achieved by 95% of leaver cohort. L5 Literacy & Numeracy achieved by 80% of leaver cohort. L6 Literacy & Numeracy achieved by 42% of leaver cohort 1+ L6 achieved by 83% of S4. 5+ L6 achieved by 49% of leaver cohort. 1+ L7 achieved by 23% of leaver cohort. Staff Action Plans implemented. Faculty Attainment targets for 2025 – 2026 agreed. Rigorous tracking of faculty attainment data throughout session.
Impact on learners and/or staff	16 of 25 N5 subjects achieved 85% or above pass rate. 12 of 24 Higher subjects achieved 85% or above pass rate.
Next steps	To continue to raise both the quantity and quality of passes in all subjects at all levels.