

Whitburn Academy

School Improvement Plan

2025-2026



Head Teacher's Introduction

Our vision for the school, our curriculum, and our young people is informed by the context of the school, and the wider economic context. Factors included in the context of the school are as follows: the local communities of Whitburn, East Whitburn, Longridge, Fauldhouse, Stoneyburn and Greenrigg, and the wider community of West Lothian; the school roll, SIMD distribution and FME; the learning needs of each cohort; linked experiences in associate primaries; and, views of the young people.

Vision

Empowering our young people to learn and achieve, allowing them to thrive now & in the future.

Values

Compassion, Integrity, Respect

Aims

- Embedding a culture & ethos in which our actions and interactions are based on our shared values of Compassion, Integrity & Respect.
- Providing outstanding learning experiences which engage, motivate & challenge our young people and inspire a lifelong love of learning.
- Inspiring our young people to achieve their potential by providing a curriculum that facilitates their own unique learning journey.
- Ensuring we are a fully inclusive learning community where the wellbeing of all is our priority.
- Supporting & encouraging our young people to achieve through participation in all aspects of their school life.

Raising Educational Attainment Strategy 2023-2028

Outcome 1 – Learning & 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 & 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 increases personal, social, cultural and economic opportunities.

West Lothian Raising Educational Attainment Strategy 2023-2028

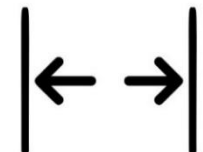
National Improvement Framework Priorities 2024

1
Placing the human rights and needs of every child and young person at the centre of education



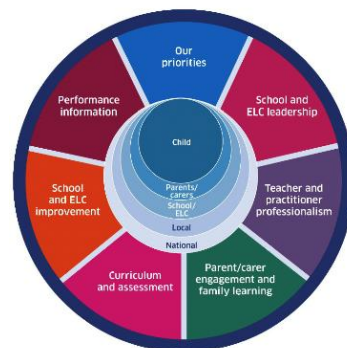
2
Improvement in children and young people's health and wellbeing

3
Closing the attainment gap between the most and least disadvantaged children and young people



4
Improvement in skills and sustained, positive school-leaver destinations for all young people

5
Improvement in achievement, particularly in literacy and numeracy



2



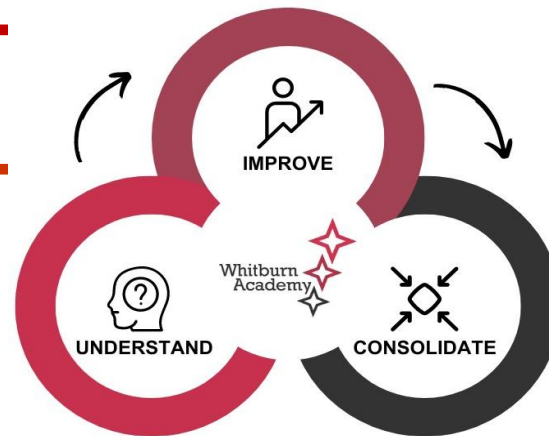
Summary of Whitburn Academy Priorities 2025-2026

We will improve:

- Our self-evaluation of QI 3.1
- Our attendance to 85% for all pupils and to 83% for Q1 pupils
- Our approaches to DYW
- Positive Destinations resulting in:
all pupils 95.5% , Q1 95%, ASN 92.5%, CECYP 89%
- Our attainment

We will understand:

- The potential of the new My World of Work profiling tool.
- How will the developments of the new Curriculum Improvement Cycle impact on our school?
- Implementation of Curriculum Improvement Cycle in Maths & Numeracy



We will consolidate:

- Our aim to promote a positive Culture & Ethos
- Our focus on improving Learning, Teaching & Assessment
- Our approaches to planning, tracking, monitoring & assessment

Priorities for Improvement

Self-Evaluation of QI 3.1

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
All staff are aware of their duty and confidently fulfil their responsibility to ensure young people feel safe, respected and included.	3.1	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.	June 2026	A Marinello	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.	

Attendance

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
<p>To improve average attendance to 86%</p> <p>To improve quintile 1 attendance to 83%</p> <p>Number of pupils with attendance below 50% will decrease by 4%</p>	3.1	Contextualised attendance improvement strategy developed to ensure targeted approaches are implemented for specific groups.	October 2025	A Marinello N Bulloch	School attendance targets achieved through implementation of improvement strategy.	
		Attendance procedures guidance developed in line with WLC revised policy.	Sept 2025	A Marinello N Bulloch	Consistency in approach to attendance procedures evident across all three Houses including use of Seemis attendance codes.	
		Robust tracking of specific identified groups to ensure effective targeted interventions.	Sept 2025 Ongoing	N Bulloch Heads of House	Power BI Measurable improvement in the 80 – 90% and 70 – 80% range evident.	
		Raise pupil and parent awareness of impact of non-attendance.	Sept 2025 Ongoing	T Loudon	Pupil attendance assemblies. Resources shared with parents through website, school app, and parent's evenings.	

Developing the Young Workforce

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
Our approach to DYW has a clear focus on developing the essential workplace skills and attributes of young people.	3.1	Ensure DYW coordinator familiar with new guidance and confident of role within that.	October 2025	A Marinello N Bulloch P Durkin	New guidance fully implemented.	
		Work in collaboration with WLC to develop and implement new model for work experience.	Sept 2025 Ongoing	P Durkin Central DYW team	New work experience model developed and implemented.	
		Self- evaluation to ensure career education standard is fully embedded across the BGE curriculum.	October 2025	N Bulloch P Durkin Faculty Heads	Faculty curriculum plans evidence that career education standard outcomes are embedded across the S1 – S3 curriculum.	
		Ensure curriculum design reflects knowledge of local labour market intelligence.	June 2026	N Bulloch Faculty Heads	Skills for Work courses included in curriculum offer reflect current opportunities within the local labour market.	
		Embed adapted 'I am Skilled' programme in S2	August 2025 – November 2025	P Durkin N Bulloch	Successful programme incorporated into S2 curriculum to support S2 Pathways process. Increase in number of partners supporting delivery of curriculum. Careers Fair.	

Positive Destinations

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
96% of all learners' progress to positive and sustained destinations which reflect their aspirations. Within this, 95% Q1, 92.5% ASN, and 89% CECYP secure a positive destination.	3.1	Work with PDIG to review new collaborative hub model and improved offers from partners		P Durkin J Gordon PDIG	PDIG collaboration meeting minutes.	
		Live tracking system embedded and continuously updated to allow early identification and targeted support for pupils in danger of entering a negative destination.	August 2025	T Loudon P Durkin K Fowler-Crooks G Rhodie	School stretch aims for all pupils including Q1, ASN and CECYP achieved.	
		Robust use of Power BI ensures weekly HUB meetings have relentless focus on supporting 'at risk' pupils.	Sept 2025 – Sept 2026	DHTs HUB team	Increase in number of identified 'at risk' pupils enter positive destinations.	
		DHTs to attend weekly HUB meetings.	Sept 2025 – Sept 2026	DHTs	HUB Minutes.	
		Continue to access Universal offer developed by central team.	Sept 2025 – Sept 2026	DHTs HUB team.	Increase in number of leavers enter a positive destination.	
		Continue to access targeted offer developed by partners to support at risk young people	Sept 2025 – Sept 2026	DHTs HUB team.	Increase in number of identified 'at risk' pupils enter positive destinations.	

Attainment

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
Leavers achieve highest possible level of Literacy and Numeracy.	3.2	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.	June 2026	FH Languages FH Numeracy	L3 Literacy & Numeracy achieved by 98% of leaver cohort. L4 Literacy & Numeracy achieved by 95% of leaver cohort. L5 Literacy & Numeracy achieved by 85% of leaver cohort. L6 Literacy & Numeracy achieved by 47% of leaver cohort	
Increase SCQF attainment of leaver cohort.	3.2	All learners to achieve L6 Personal Development by end of S4. Christmas leavers follow wider achievement curriculum until leaving date.	June 2026	T Loudon DHTs Heads of House	1+ L6 achieved by 90% of S4. 5+ L6 achieved by 60% of leaver cohort. 1+ L7 achieved by 30% 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.	1.1 2.3 3.2	Rigorous Results Analysis & Reflection (RAR) completed to identify personal action plan for improvement in 2025-2026.	August 2025	All staff teaching senior phase classes.	Staff Action Plans devised.	
		Faculty Attainment Meetings with HT to agree focused Faculty Action Plans	September 2025	T Loudon Faculty Head DHT link	Faculty Action Plans devised.	
		Faculty Heads create specific, focused Action Plans for subjects/levels not yet achieving target pass rate of 85%	September 2025	Faculty Heads	Attainment targets achieved in Aug 2026	
		Faculty Heads fully engage with any Action Plans created by WLC for identified subjects.	September 2025 Ongoing			

Priorities for Consolidation

Culture & Ethos

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
Continue to sustain a positive culture & ethos by creating a welcoming, nurturing, and inclusive environment where everyone is supported to thrive.	1.3	Review current school Positive Relationships policy and update to reflect content of new WLC Positive Relationships Policy.	October 2025	T Loudon School Improvement Group	Revised Positive Relationships Policy implemented by all stakeholders.	
		Use the RespectMe toolkit to evaluate and update our Anti-bullying Policy in line with guidance.	November 2025	T Loudon	Updated Anti-bullying Policy implemented by all stakeholders.	
		RRS working group collaborate with all staff to ensure they understand and respect the rights of all young people, which is evident in their everyday practice.	June 2026	S Mackenzie C Chisholm R Nicol R Scott	RRS Gold Award achieved.	
		Continue to build our Recognising Achievement Rewards System to ensure positive impact on Attendance, Engagement, Participation and Wider Achievement.	Ongoing	H Forbes SIG	100% attendance promoted and celebrated weekly. Annual calendar of individual, tutor, and House events supports and encourages participation. Wellbeing questionnaire indicates learners are more involved in wider life of the school.	
		Time allocated to School Improvement Groups at every INSET Day to update and progress Action Plans.	Ongoing	T Loudon	SIG actions (UNCRC/Community/Family Learning/CoSD/D of E) provide increased opportunities for staff/pupils to make a positive contribution to wider life of school.	

Learning, Teaching & Assessment

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
All staff confidently deliver high-quality learning experiences which engage, motivate, and challenge ALL learners within a fully inclusive classroom environment.	2.3 3.1	School Improvement Group continue to develop interactive toolkit within L & T Framework.	August 2025 – June 2026	S MacKenzie SIG	Staff regularly access LTA Framework to improve/enhance their pedagogy.	
		All staff undertake Practitioner Enquiry related to one of the 6 Aspects of Learning within the L & T Framework.	August 2025 – May 2026	S MacKenzie All staff	Staff feedback indicates improved aspect of pedagogical practice as result of completing meaningful Practitioner Enquiry.	
		Trio observation program modified to incorporate peer observation, adopting aspects of the 'Lesson Study' model.	August 2025 – May 2026	S MacKenzie All staff	Staff report improved learning experience from the new observation process.	
		In-House CLPL programme identified from PRD process.	September 2025 – April 2026	S MacKenzie	Focused, specific & targeted CLPL enhances pedagogical approaches adopted by staff.	
		All staff focus on providing an inclusive classroom by continuing to embed the CIRCLE framework.	October INSET Day	L Nisbet	Feedback from learners' report that they can participate fully in the learning and their ASN is not a barrier.	

Planning, Tracking & Monitoring

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
Our whole school and faculty assessment, tracking and monitoring systems provide a robust overview of progress across all curricular areas in both the BGE and Senior Phase and provides insight into levels of pupil participation and wider achievement.	1.3 2.3 3.1 3.2	Assessment approaches including understanding standards and effective moderation in the Senior Phase are mirrored in the BGE by all departments/faculties.	June 2026	Faculty Heads	Staff confident on judgement of 'achievement of a level' data entered into the BGE tracking system. Staff judgement of achieved levels align with Standardised Testing (CAT & SNSA).	
		Continue to update and streamline whole school tracking systems.	Sept 2025	T Loudon	Tracking system provides consistent and robust information on learner progress across all curricular areas. Tracking data utilised to identify learners who will benefit from targeted interventions and support.	
		Continue to develop Faculty BGE tracking systems in alignment with WS system.			BGE tracking data provides robust information to support for Learner Pathways into the Senior Phase.	
		Faculty Head with whole school responsibility for Participation and Wider Achievement to update Rewards Tracker monthly.	Ongoing monthly.	H Forbes House Team	Monthly analysis of tracking data ensures early intervention for those who are not participating in the wider life of the school.	

Priorities for Understanding

My World of Work

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
Pilot My World of Work profiling tool	2.2 3.1	P Durkin to potentially join reference group. Feed into reference group to support evaluation, identification of further improvements and sharing practice.	March 2026	P Durkin		

Curriculum

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
Staff aware of national Curriculum Improvement Cycle and are abreast of emerging developments.	2.2	Attendance by Faculty Heads and Network leads at any events regarding CIC to ensure knowledge of emerging narrative.	June 2026	Faculty Heads Network Leads All staff		
Implementation of Curriculum Improvement Cycle in Maths & Numeracy	2.2	Faculty Head and curriculum leader to keep abreast of updates regarding review and technical framework.	Ongoing	C McGrath D Rennie		
		Once the documentation is released Faculty Head & Curriculum leader to collaborate with central team to determine CLPL required to build staff capacity.	Ongoing			