

Whitburn Academy

School Improvement Plan

2026-2027



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

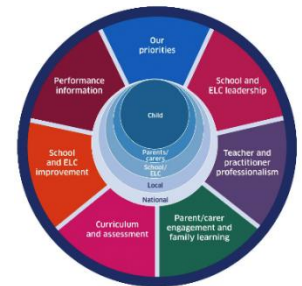
Outcome 1 – Learning and Curriculum

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

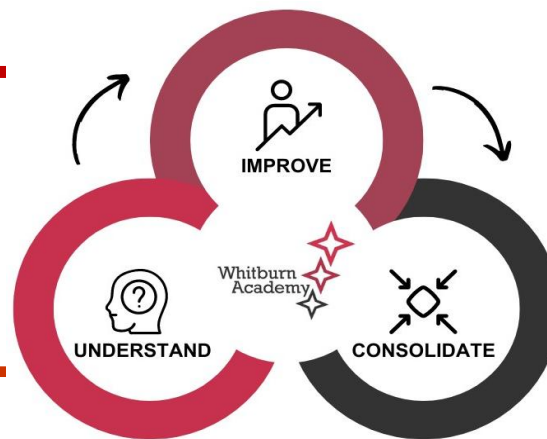
West Lothian Raising Education Attainment Strategy 2023-2028



Summary of Whitburn Academy Priorities 2026-2027

We will improve:

- How we meet the needs of our learners through inclusive and impactful pedagogy
- Our positive Destinations
- Our Attendance Rates
- The quality and quantity of pass rates at N5, Higher, and Advanced Higher levels.
- Subject specific attainment to ensure performance in all curriculum areas are consistently high.



We will understand:

- How to meet our learners needs through an in inclusive and impactful curriculum
- Our collaborative approaches to self-evaluation for specific Qis
- Updated PSE/Health & Wellbeing curriculum in line with National Guidance

We will consolidate:

- Our use of tracking and monitoring data to meet the needs of all learners
- Our approach to Building Thinking Classrooms in the Maths Faculty and across our cluster.

Priorities for Improvement

Desired Outcome	Aims (STAN*)	QIs	Action(s)	Timeline	Who	What do we need to know? How will we measure it?	Progress Measures
Meeting Learner Needs through Inclusive & Impactful Leadership, Pedagogy and Curriculum							
To improve the understanding of all staff in how inclusive and impactful pedagogy can meet learner needs.	By May 2027 we will develop a shared understanding of what meeting learners' needs in the classroom looks like. We will develop the capacity of middle leaders. Effective practice across the school will be identified and shared.	2.3	All Heads of Faculty will attend the W.L MLN Leadership programme with DHT LTA. As part of the MLN Leadership programme, Faculty Heads will carry out learning walks in their faculties with a MLN lens and undergo professional learning to support and challenge their staff. Allocate time during Inset Days and CT sessions to support staff to develop clarity on what MLN in the classroom looks like.	Aug INSET Sept CT Oct INSET Nov CT Feb INSET Feb CT Mar CT	DHT LTA Faculty Heads PT ASN All staff	Baseline data gathered through learning walks as part of the MLN programme Faculty Thematic Review programme to include lesson observations, learning walks, staff and pupil focus groups.	
To improve staff engagement in voluntary CPD and enhance the quality of teaching through short, focused professional learning opportunities.	By June 2027, a sustained programme of LTA Bites will be established, with the majority of staff engaging in voluntary CPD to develop their classroom practice. By June 2027, staff will demonstrate a shared understanding of key learning and teaching strategies, evidenced through classroom practice. Effective practice will be identified and shared across the school.	1.3 2.3	Develop and implement a programme of 30-minute LTA Bites sessions focused on key learning and teaching priorities. Use internal expertise to lead sessions, sharing effective classroom practice. Create and share resources from each session to ensure accessibility for all staff, including recording sessions. Promote LTA Bites through briefings and line management to encourage engagement. Link LTA Bites themes to findings from QA activities to ensure relevance and impact.		DHT LTA All Staff	Attendance and engagement levels in LTA Bites sessions. Staff feedback gathered through surveys following sessions. Evidence from learning walks and QA activities demonstrating application of strategies. Increased consistency in teaching practice across faculties. Links between CPD focus areas and improvements in pupil engagement and outcomes.	
To improve the consistency and impact of middle leadership in	By June 2027, all middle leaders will confidently and consistently implement QA	1.3 2.3	Provide opportunities for middle leaders to engage with quality		DHT LTA Faculty Heads	Evidence of completed QA cycles across all faculties. Consistency and quality of QA findings.	

quality assurance and coaching of learning and teaching.	processes to evaluate learning and teaching. By June 2027, middle leaders will use coaching to support and develop staff, leading to improved classroom practice. A consistent approach to evaluating and improving teaching will be embedded across all faculties.		assurance processes, including learning walks, work scrutiny and use of data. Introduce and embed a coaching model to support staff development. Develop and implement a clear QA calendar to ensure consistency across faculties. Standardise QA tools and approaches to support reliability. Facilitate opportunities for middle leaders to moderate QA findings together. Ensure middle leaders complete regular QA cycles and follow up through coaching conversations.			Records of coaching conversations and follow-up actions. Staff feedback on support from middle leaders. Improvement in teaching quality identified through QA activities. Impact on pupil engagement and outcomes.	
To strengthen the quality of learning and teaching through an embedded practitioner enquiry approach within PRD, led by middle leaders and supported by peer observation and the use of AI.	By June 2027, practitioner enquiry will be embedded within the PRD process, with all teaching staff engaging in enquiry to improve their practice. By June 2027, middle leaders will drive learning and teaching through effective leadership of practitioner enquiry. By June 2027, staff will use peer observation and/or AI-informed feedback to reflect on and improve their classroom practice. Effective enquiry outcomes and practice will be shared across the school.	1.3 2.3	Further embed our practitioner enquiry model aligned to the PRD process. Provide training for staff and middle leaders on effective practitioner enquiry methodologies on a targeted basis. Explore and implement the use of AI tools to provide feedback on learning and teaching. Support middle leaders to lead and monitor enquiry within their faculties. Align practitioner enquiry themes with whole-school learning and teaching priorities where appropriate.		DHT LTA All teaching staff	Quality and consistency of enquiry projects across faculties. Staff feedback on the impact of enquiry and AI-supported feedback. Middle leader evaluation of enquiry impact within faculties. Evidence from QA activities demonstrating improvements in teaching practice. Impact on pupil engagement and outcomes.	
To embed a coherent and sustainable learner voice model that directly informs and improves the quality of learning and teaching across the school.	By June 2027, a consistent and sustainable learner voice model will be embedded across the school. By June 2027, learner voice will be used effectively by middle leaders to inform improvements in learning and teaching within faculties.	1.3 2.3	Develop a structured calendar of learner voice activities across the academic year. Take a more central role in planning agendas, ensuring alignment with whole-school learning and teaching priorities. Strengthen staffing capacity by working with the S6 Coordinator and utilising		DHT LTA S6 Coordinator Middle Leaders Probationer teachers All staff	Participation rates in learner voice activities across all year groups. Quality and consistency of learner voice evidence across faculties. Evidence of learner voice influencing faculty self-evaluation and improvement planning. Staff feedback on usefulness of learner voice in improving practice.	

	By June 2027, all learners will have meaningful opportunities to contribute to improvements in their learning experience. Learner voice will lead to measurable improvements in classroom practice and pupil engagement.		probationer teachers to support facilitation. Link learner voice activities to Faculty VSE/self-evaluation processes. Introduce a whole-school learner voice focus/project for each year group. Ensure learner voice findings are shared with middle leaders and used to inform QA and CPD priorities. Track actions arising from learner voice and evaluate their impact on classroom practice.			Evidence from QA activities showing changes in teaching linked to learner feedback. Improved pupil engagement and learning experiences as indicated through learner voice and outcomes data.	
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Desired Outcome	Aims (STAN*)	QIs	Action(s)	Timeline	Who	What do we need to know? How will we measure it?	Progress Update
Meeting Learner Needs - Positive Destinations & Senior Phase Curriculum							
To continue to improve positive destinations.	By October 2026, improve SLDR as follows: All pupils from 93.53% to 94.6, ASN pupils from 93.33% to 94.6%	3.1	Continue to review and develop the structures and processes in the collaborative Hubs. Review pathways of young people who are not successful in gaining college places. Evaluate new PSD options with CLD (LEP funded). Evaluate Access to Employment and Enhanced Pathways for Vulnerable Learners pilots.	Feb 2027	DHT Curric P Durkin L Nisbet J Gordon G Hunter with support from the PDIG	Increase in number of leavers entering a positive destination. (Insight & PowerBI) School stretch aims for all pupils including ASN and CEYP achieved	
	Improve Q1 SLDR from 95.92% to 96.2%	3.1	Rigorous 'live' tracking & monitoring at weekly HUB meetings used to identify Q1 learners at risk of entering a negative destination. Robust use of Power BI ensures weekly HUB meetings have relentless focus on supporting 'at risk' pupils. Q1 learners prioritised for early 1:1 career guidance.	Feb 2027	DHT Curric P Durkin Heads of House G Hunter with support from PDIG	School stretch aim for Q1 pupils achieved. Increase in number of identified 'at risk' pupils enter positive destinations.	

	Increase the percentage of young people moving into Higher Education from 27.06% to 33.5%	3.1	Identify and connect learners to Fair Access to Higher Education programmes such as LEAPs and the Carnegie Trust. Work with learners to improve destination aspirations - identify those indicating they are applying for college courses at the same or lower level than the level achieved at school.	Aug 2027	DHT Curric P Durkin Heads of House G Hunter with support from PDIG		
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Desired Outcome	Aims (STAN*)	QIs	Action(s)	Timeline	Who	What do we need to know? How will we measure it?	Progress Update
Meeting Learner Needs - Wellbeing, Equality & Inclusion, Personalised Support							
Continue to improve attendance in Whitburn Academy towards Stretch Aims by focusing on targeted attendance interventions which are timely, proportionate and lead to measurable improvement in attendance, engagement and wellbeing.	By June 2027 overall attendance will be 87% By June 2027, Quintile 1 attendance will be 85% By June 2027, FME attendance will be 77% By June 2027, CEYP attendance will be: At home – 50% Away – 90% Previously – 75%	3.1	Through discussion at weekly House Meetings House staff discuss, understand, and adapt policy and practice in line with: Included, Engaged and Involved: Part 1 to best meet the needs of our learners. Continue to develop and update Attendance Strategic Plan to ensure specific targeted approaches are implemented for identified groups with a particular focus on Q1, FME and CEYP learners. There will be a clear improvement focus on: - Learners with 80–90% attendance. - Reducing the poverty-related attendance and attainment gap. Create opportunities to network with other schools to share effective attendance strategies.	By Sep 2026 By Sep 2026 By Aug 2026	DHT Supp Heads of House with support from C McDonald	School attendance stretch aims achieved through implementation of Attendance Strategic Plan. Consistency in approach to attendance procedures evident across all five Houses including use of Seemis attendance codes.	Monthly checks on whole school attendance, Q1 and Free School Meal attendance. Interventions to be applied as necessary for identified learners Weekly attendance update at House meetings with Head of House and House DHT. Quality assurance meetings take place twice per year with a focus on progress in strategic plan
Ensure that learners with complex and persistent attendance challenges experience sustained re-engagement through highly personalised, well-managed support	By June 2027 the 50% absence rate will improve from 4.92% to 3%		Ensure robust procedures are in place for the use of flexible, adaptive and reduced-hour timetables. Increase partnership working to support: - Personalised pathways - Adapted and alternative curriculum offers Ensure joined-up planning with partners to meet complex needs.	By Dec 2026 By May 2027	DHT Supp		Learners with attendance below 50% to be discussed monthly at House meetings. All part-time timetables reviewed and adjusted monthly as required.

Desired Outcome	Aims (STAN*)	QIs	Action(s)	Timeline	Who	What do we need to know? How will we measure it?	Progress Update
Attainment & Intelligent Use of Data							
N5, Higher and Advanced Higher pass and A-band rates in line with or above national levels.	By Aug 2027 almost all N5, Higher, and Advanced Higher pass rates will be in line with or above national levels and an improvement on 2025 and 2026 results. By Aug 2027 almost all subjects will have increased the number of A passes at N5, Higher, and Advanced Higher from their 2025 and 2026 results. By Aug 2027 almost all subjects will have reduced the number of No Awards at N5, Higher, and Advanced Higher.		Work with the senior and middle leadership teams to ensure a deep understanding of SSR data (Insight Sept 2026) and how to utilise this to target focused areas for improvement. All staff complete rigorous results analysis & reflection (RAR) for N5, Higher and Advanced Higher. Staff will utilise available data including component marks and data provided by QS on specific question performance nationally in each exam. Based on outcome of evaluation staff and faculty heads will devise bespoke action plans for improvement as required. Faculty Action Plans to be agreed with HT at attainment meetings.	By Oct 2026 By Sept 2026 By Sept 2026	T Loudon SLT Faculty Heads All staff All staff All staff	Specific, focused action plans devised at teacher and faculty level as required. Action plans implemented and impact evaluated on an ongoing basis at faculty meetings throughout the year. Attainment targets achieved by Aug 2027.	
To improve learners' outcomes in underperforming subjects using attainment data to drive targeted interventions	By August 2027, increase A–C pass rates by at least 5% and reduce no awards to less than 10%, whilst maintaining presentation rates, in subjects currently underperforming against national benchmarks.		Based on outcome of evaluation (RAR) staff and faculty heads will devise bespoke action plans for improvement as required. Faculty Heads will monitor the impact of targeted interventions to support accelerated progress where required. Faculty Heads to look outward to HUB schools, and beyond, to strong performing faculties to seek opportunity to collaborate. HT to further collaborate with peers by engaging in collective data analysis to identify further actions and support.	By May 2027	T Loudon SLT Faculty Heads All staff Faculty Heads Faculty Heads T Loudon	Specific, focused action plans devised at teacher and faculty level as required. Action plans implemented and impact evaluated on an ongoing basis at faculty meetings throughout the year. Attainment targets achieved by Aug 2027.	

Priorities for Consolidation

Desired Outcome	Aims (STAN*)	QIs	Action(s)	Timeline	Who	What do we need to know? How will we measure it?	Progress Update
Attainment & Intelligent Use of Data							
To fully utilise our tracking and monitoring data to ensure we meet the needs of ALL learners	By June 2027, all staff understand the purpose of T&M and consistently utilise the data to identify & implement universal and targeted support to ensure all learners can make strong progress in their learning across both the BGE and Senior Phase.	3.2	Staff understand the purpose of tracking and monitoring and use data confidently to make informed professional judgements about learners' progress. Staff use data to ensure feedback is focused and next steps are achievable for learners. Through consistent collaborative practice there is a strong understanding of how to use data to inform timely and appropriate interventions to support learner progress. Ensure opportunity for staff to collaborate on planning for assessment & moderation in the BGE	May 2027	HTs DHT Groups A McLean Schools/Hubs/staff (use protected Hub calendar dates as required)	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). 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.	
All staff continue to embed Building Thinking Classrooms as part of their planned approach to learning.	All maths staff regularly deliver agreed elements of BTCM in their practice with all BGE classes, leading to improved learning and engagement in maths Secure full Cluster engagement through continued targeted CLPL.	3.2	Prioritise BTCM CLPL for new staff in faculty. Maths staff continue to work collaboratively and provide support for cluster P7 staff to deepen understanding of BTCM practice.	May 2027	D Rennie Cluster HTs P7 cluster staff.	All staff report confidence in delivering BTCM lessons including cluster colleagues. Learner voice indicates improved enjoyment and engagement in maths.	

Priorities for Understanding

Desired Outcome	Aims (STAN*)	QIs	Action(s)	Timeline	Who	What do we need to know? How will we measure it?	Progress Measures
Meeting Learner Needs through Inclusive & Impactful Leadership, Pedagogy and Curriculum							
To develop a shared understanding of what inclusive curriculum and pedagogy involve.	By January 2027, almost all staff will demonstrate a shared understanding of curriculum making. By June 2027 almost all staff will be able to apply this understanding to the four contexts of learning in CfE.	1.3 2.2 2.3	Participation by staff in authority led opportunities and activities organised by the school strategic lead. Allocate time during Inset Days and CT sessions to support staff to develop clarity on what curriculum making looks like, based on guidance and research, and to develop an understanding of how learners' needs are met through an inclusive curriculum. We will consider our knowledge of curriculum making and how it applies to the four contexts of learning.	Throughout the session as per calendar: Aug INSET Sept CT Oct INSET Nov CT Feb INSET Feb CT Mar CT	CIC school strategic lead CIC DPH All staff	Staff report confidence in their understanding of what inclusive curriculum and pedagogy looks like to meet learners' needs. Staff know what will be required to modify and adapt the curriculum in line with new CIC guidance.	

Desired Outcome	Aims (STAN*)	QIs	Action(s)	Timeline	Who	What do we need to know? How will we measure it?	Progress Update
Collaborative Approaches to Self-Evaluation							
To confidently and accurately evaluate progress in QI 1.3	By June 2027, we will have evaluated QI 1.3 and identified next steps for future improvement.	1.3	Undertake thematic review of QI 1.3 with both WL and external partners. Complete SSES for QI 1.3 and identify next steps. SSES to reflect national HMI messages and HGIOS updates. HT to work with central team to consider what collaborative improvement is required.	Jun 2027	T Loudon	Evaluation of QI 1.3, by staff and learners, identifies next steps for school improvement.	

Desired Outcome	Aims (STAN*)	QIs	Action(s)	Timeline	Who	What do we need to know? How will we measure it?	Progress Update
Meeting Learner Needs - Wellbeing, Equality & Inclusion, Personalised Support							
Implement updated PSE/Health & Wellbeing curriculum in line with National Guidance	Revised PSE/Health & Wellbeing curriculum ready for implementation by May 2027	3.1	Review existing PSE/HWB curriculum Check RSHP content against thematic outcomes including • Consent • Healthy Relationships • Online safety/harms • Gender-based violence prevention • LGBT inclusive education • Equality, inclusion & respect • Faith & belief considerations Update existing content as required. Identify staff CLPL requirements.	May 2027	DHT Supp Heads of House	House team undertake CLPL as required. Existing PSE/HWB curriculum content reviewed and revised ready for implementation.	
Embed Staged Intervention and GIRFEC processes	Middle leaders use GIRFEC processes effectively to improve outcomes for learners.	3.1	Embed the GIRFEC refresh and processes at Middle Leadership level which is supported by robust QA practice. Ensure that students' voice is captured effectively and used in decisions which affect them.	Dec 2027	DHT Supp Heads of House	Heads of House adopt agreed, consistent approach to staged intervention and GIRFEC processes to improve outcomes for learners ensuring their voice is captured and they/their family are included in all meaningful decision making.	