PROGRESS REPORT FOR SESSION 2023/24

(Standards & Quality Report)

Shanks Road
Whitburn
EH47 0HL

ABOUT OUR SCHOOL

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.

IMPROVEMENT PRIORITIES

Our improvement priorities are always based on the national priorities in the National Improvement Framework (NIF). Below we have indicated what progress we made with these priorities in Session 2023/24, what the impact has been and what our next steps will be to continue to address these priorities in session 2024/25.

We have also shown which NIF driver for improvement we used – you can find out more about the National Improvement Framework and drivers at:

[Education: National Improvement Framework and improvement plan 2024 - gov.scot (www.gov.scot)](www.gov.scot)

We have also evaluated our overall provision using quality indicators (QIs) in How Good is our School 4 (HGIOS4) and How Good is Our Early learning and Childcare? (HGIOELC) which is a key aspect of the Scottish approach to self-evaluation and school improvement.

PRIORITY	HOW DID WE DO?

To raise attainment, especially in literacy and numeracy
 <mark>Our measurable outcomes for session 2023/24 was to</mark> Provide outstanding learning experiences which engage, motivate & challenge our young people and inspire a lifelong love of learning. Inspire our young people to achieve their potential by providing a curriculum that facilitates their own unique learning journey. Continue to ensure every learner is supported to develop their Literacy and Numeracy skills to the highest possible level.
 	
 <mark>**NIF Driver(s):**</mark> School Improvement. School Leadership Teacher and Practitioner Professionalism Curriculum and Assessment Performance Information
	We have made **very good** progress.
	 What did we do?
	 • We created a Learning and Teaching 'expert' group consisting of HT, DHT Learning & Teaching, PTCs and 'strong' teacher practitioners. Through a well-planned program of classroom observation practitioners were supported to develop a deep understanding of Inclusive Pedagogy allowing them to consistently embed this practice into all lessons.
	 • We dedicated time on every INSET Day and CT session to deliver professional learning opportunities entirely focused on Learning and Teaching.
	 • Through participation in Subject Network afternoons all staff further extended their professional learning in Inclusive Pedagogy.
	 • Using feedback from Professional Development & Review sessions we created an In-house CLPL programme to offer appropriate and relevant professional learning opportunities for staff.
	 • All staff participated in a TLC with their Practitioner Enquiry focus on Effective Questioning or Feedback.
	 • We carried out a review to ensure both our BGE and Senior Phase curriculum continues to be relevant and engaging and offers appropriate pathways for all learners.
	 • We continue to focus on both universal and targeted approaches to ensure all learners achieve highest possible literacy and numeracy levels by the time they leave school.
	
	 Evidence indicates the impact is:
	 • Evaluation from classroom observation indicates improved learning experiences for all learners as a result of focus on Inclusive Pedagogy.
	 • Learners indicate they feel very well supported to learn in most of their classes.
	 • Staff indicate that engagement in Subject Network professional learning programme has positively contributed to their improved confidence in Inclusive Pedagogy delivery.
	 • A high number of staff participated in In-house CLPL opportunities throughout the session.
	 • Staff evaluation of their participation in TLCs and Practitioner Enquiry indicates improved confidence in Inclusive Pedagogy delivery.
	 • As a result of direct observation, the views of staff and learners, and by considering attainment data, we have confidently changed our self-evaluation rating of Quality Indicator 2.3 Learning, Teaching & Assessment from Good to Very Good
	 • Based on our curriculum review
	     o We introduced a new S1 Elective course with a focus on Project Based Learning, Outdoor Learning, or Learning for Sustainability.
	     o We increased the number of N5 courses available through our Flexible Curriculum offer.
	     o We supported an increased number of learners to study Advanced Highers through West Lothian Academy.
	 • As a result of our continued focus on both universal and targeted approaches to Literacy and Numeracy School leavers achieved the following:
	     o 84% leavers achieved Level 5 Literacy
	     o 83% leavers achieve Level 5 Numeracy
	     o 45% leavers achieve Level 6 Literacy
	     o 31% leavers achieve Level 6 Numeracy

To close the attainment gap between the most and least disadvantaged children	We have made **very good** progress. What did we do? The school was awarded £140875 of Pupil Equity Funding (PEF)

To minimise the impact of poverty by ensuring potential barriers resulting in inequity are recognised and removed to allow our young people to achieve their full potential regardless of their circumstances or background. **NIF Driver(s):** School Improvement. School Leadership Teacher and Practitioner Professionalism Parental Engagement Curriculum and Assessment Performance Information	The new PEF planning tool was used effectively to identify gaps for learners impacted by poverty, to plan and design interventions to support them and to gather evidence of the impact on their learning. PEF was used effectively to recruit a Family Link Worker and to fund two additional Pupil Support Workers to help support the needs of identified learners. Interventions this year have focused on increasing attendance, addressing gaps in both literacy and numeracy, nurture, and in reducing the Cost of the School Day. 16 focused interventions were planned and 50% of these interventions were fully achieved having had the desired impact with 81% making good or better progress. Moderate progress was made with the remaining 19% of interventions. Examples include participation in excursions and activities at no cost, provision of school uniform, regular food parcels and food vouchers for identified families, reading interventions, maths recovery, and bespoke nurture support to increase confidence and enhance self-esteem. Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners: • Significant increase in number of referrals to the School Bank • Overall attendance increased by 2% from 82.18% to 84.14% • Attendance of targeted Q1 pupils increased by 2.25% • Targeted reading group focusing on developing accuracy, expression & comprehension made a ratio gain of 2. • 100% of S1 readers who were part of paired reading programme felt their reading had improved. • All targeted pupils achieved a baseline of level 3 literacy with 80 targeted S4 pupils achieving level 4 Literacy. • All targeted pupils achieved a baseline of level 3 numeracy with 80 targeted S4 pupils achieving level 4 Numeracy. • 100% of pupils targeted stated that nurture had helped them settle into S1. All stated that they had at least one trusted adult in school.

To improve children and young people's health & wellbeing Embed a culture & ethos in which our actions and interactions, based on our shared values of Compassion, Integrity & Respect, reflect and promote the rights of the child.	We have made **very good** progress. What did we do? • We created a UNCRC Working Group to support staff and learners to develop and promote the understanding of children's rights. • We reviewed our Positive Relationships Policy to ensure explicit links to UNCRC articles are included. • We dedicated time on INSET Days to allow UNCRC Working Group to deliver training to all staff to build staff confidence. • We developed and introduced an effective Recognising Achievement and Rewards system to promote attendance and track engagement and participation.

Launch whole school Recognising Achievement Rewards System to promote Attendance, Participation and Engagement.
 	
Improve Attendance
NIF Driver(s):
School Improvement.
School Leadership
Teacher and Practitioner Professionalism
Parental Engagement
Curriculum and Assessment
Performance Information
	• We implemented a robust Attendance strategy, fully utilising Power BI, to improve universal attendance whilst focusing on targeted interventions for identified vulnerable groups, including Q1 learners.
	• House teams, including Family Link Worker, rigorously monitored and analysed attendance data weekly to facilitate early and targeted intervention.
	
	Evidence indicates the impact is:
	• We achieved Rights Respecting Schools status (Bronze)
	• Our Revised Positive Relationships policy, underpinned by UNCRC, is fully embedded and impacting positively on relationships.
	• We recognise and celebrate pupil success through our monthly assembly programme.
	• Since the introduction of our Rewards system there has been
	    ○ improved engagement from learners keen to be recognised as 'Pupil of the Month'.
	    ○ a significant improvement in attendance and punctuality.
	    ○ a significant improvement in the standard of uniform.
	• Learner's report being more involved in wider life of the school including participation in school shows, concerts and competitions.
	• Our focused approach to rigorously tracking attendance, allowing for early interventions, resulted in a 2% increase in attendance.

To improve employability skills, and sustained, positive school-leaver destinations for all young people Our measurable outcome for session 2023/24 was to Ensure Learners progress to positive and sustained destinations which reflect their aspirations. **NIF Driver(s):** School Improvement. School Leadership Teacher and Practitioner Professionalism Parental Engagement Curriculum and Assessment	We have made **very good** progress. What did we do? • We reviewed how well the Career Education Standard is embedded across the curriculum. • We carried out a review of the BGE curriculum to determine how well it supports learners to develop employability skills. • We have developed an employability programme called "I am Skilled" which will form a part of the S2 curriculum. This 12-week programme has a specific focus on employability skills and features input from a wide range of external partners. • We have developed a number of short Project Based Learning courses which will focus on the development of employability skills. • We have continued to enhance existing Flexible Curriculum Pathways for learners. • Participatory Budget allocation from PEF used to continue to develop outdoor learning space. Evidence indicates the impact is: • All Faculty Improvement Plans next session will include embedding relevant aspects of the CES into course plans as a priority to ensure a consistent learner experience.

Performance Information	- Newly developed S2 "I am Skilled" programme will be delivered in session 2024-2025. Introduction of this course has increased the number of partners supporting the delivery of our curriculum. - Newly developed Project Based Learning short courses will be delivered as part of the S2 curriculum in session 2024-2025. - Offering more relevant N5 Skills for Work courses for pupils following a flexible curriculum has both enhanced their employability skills and resulted in a significant improvement in N5 attainment. - Learners following our flexible curriculum continue to enhance their employability skills as they work with an external partner to build our multi-purpose outdoor learning space.

Our Wider Achievements this year have been:

- Achieved Rights Respecting Schools Bronze Award
- Achieved STEM Nation Award
- 75% of S6 pupils achieving the Saltire Award for 50+ hours volunteering
- Successful introduction of School Pantomime and first ever School Show (Oliver)
- Significant increase in extra-curricular activities and events across all year groups

How good is our school? The quality indicators* evidence that:

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

*(Indicators used in How good is our School? 4th Edition, Education Scotland 2015 and How Good is Our Early Learning and Childcare? 2016)