

Sinclair RC Academy

School Improvement Plan

2026-2027



Head Teacher's Introduction

Sinclair Academy is a growing Catholic secondary school serving the communities of Winchburgh, Broxburn and Linlithgow, with our associated primary schools, Holy Family Primary School, Winchburgh; St Joseph's Primary School, Linlithgow; and St Nicholas Primary School, Broxburn. Since opening in August 2023, we have welcomed a new year group each year and continue to grow as a school community. This year marks an important milestone as we welcome our first S4 cohort and begin to shape the Senior Phase and future pathways for our young people.

At the heart of Sinclair Academy is our mission to be a community of faith and learning where every young person can flourish. Our vision, Guided by Faith, Serving with Love, reflects our commitment to developing young people who recognise and use their God-given talents, make a positive contribution to others and have the confidence and skills to embrace their future.

Our values of **Aspiration, Integrity, Mercy and Service** underpin all that we do. They shape the relationships we build, the expectations we have of ourselves and others, and the opportunities we provide for our young people. Through our Sinclair Standards of Ready, Respectful and Safe, we establish the foundations for a positive, inclusive and purposeful learning environment.

As a young and rapidly developing school, we recognise that our improvement journey is one of building strong foundations while continually raising our expectations. We are proud of the positive culture, relationships and commitment that have been established across our school community. Our self-evaluation and wider feedback have also helped us identify where greater consistency and continued development will have the greatest impact on learning, teaching, attainment and achievement.

Our School Improvement Plan therefore focuses on doing the right things well, consistently and with ambition. We will continue to strengthen the quality of learning, teaching and assessment; develop leadership of improvement through robust self-evaluation; design a curriculum and pathways that prepare our young people for their future; and consolidate our culture, ethos, wellbeing, inclusion and attendance.

Our staff are committed to professional learning and to working collaboratively with our families, associated primary schools, local authority, parishes and wider partners. We place children's rights, learner voice and participation at the centre of our work and are committed to ensuring that every young person is known, valued, supported and challenged to achieve their potential.

Our ambition is simple: to ensure that every young person at Sinclair can achieve; in their learning, in their relationships, in their faith and in their life beyond school.

Raising Educational Attainment Strategy 2023-2028

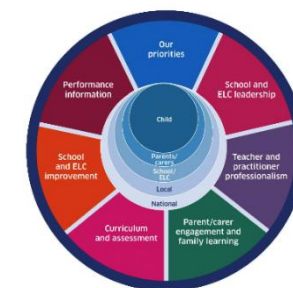
Outcome 1 – Learning and Curriculum

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 Priorities 2026-2027



OUR SHARED PRIORITIES

Guided by Faith, Serving with Love



1

IMPROVE

Strengthening Learning
& Leadership



High Quality Learning,
Teaching & Assessment



Leadership of Improvement
through Self-Evaluation



2

UNDERSTAND

Designing
for the Future



Curriculum Design



Pupil Pathways



3

CONSOLIDATE

Nurturing Faith,
Wellbeing & Community



Culture & Ethos



Wellbeing, Inclusion
& Attendance

Priorities for Improvement

High quality Learning Teaching and Assessment

Desired Outcome	Aims (STAN*)	QIs	Action(s) – How will we achieve the aims?	Timeline	Who	What do we need to know? How will we measure it?	Progress Update
To improve the consistency and quality of learning, teaching and assessment to ensure the needs of all learners are met	Self-evaluation evidence will demonstrate increased consistency in high quality learning, teaching and assessment, with examples of highly effective practice evident across all curriculum area.		Embed The Sinclair Lesson as the school's agreed framework for High Quality Learning and Teaching and Assessment through a planned programme of Professional Learning.	By Jun 27	All Staff PL Co-ordinator L&T WG	<i>Is there increasing consistency in high quality L&T?</i>	
	By Jan 2027 almost all young people will experience consistently high levels of engagement, challenge and support enabling them to become increasingly independent and successful learners across all curriculum areas.		Develop high quality questioning to strengthen adaptive teaching, differentiation and formative assessment.	By Jun 27	All Staff PL Co-ordinator L&T WG	Faculty and Whole School Learning visits Faculty self-evaluation / SSES evaluations Professional Dialogue Learner Conversations	
	Robust assessment, moderation and tracking processes will inform timely interventions, resulting in improved learner progress, attainment and successful QS outcomes.	2.3 3.2 1.3 3.1	Strengthen task differentiation so that every learner is supported to meet their needs and improve learner progress.	Ongoing	All Staff PL Co-ordinator L&T WG	<i>Are Almost all (Over 90%) experiencing high levels of engagement, challenge and support?</i>	
			Develop co-operative learning approaches to increase learner engagement, collaboration, interdependence and agency	Oct 26 - Training	All staff	Learner conversations Referrals & Support for Assistance Learner Surveys (Ethos Survey) Focus Groups QA Evidence form Learning visits Sampling of learner work	
			Deliver a planned programme of professional learning and collaboration.	Ongoing	PL Co-ordinator		

			Use professional learning from the Leaders of Learning Programme to reflect on strategic approaches to meeting learners needs.	Ongoing	DHT & PTCs		
			Continue to strengthen assessment, moderation and verification practices across BGE and Senior Phase ensuring consistency with QS standards and expectations.	Ongoing	All Staff All Faculties Data Coach	<i>Are robust assessment, moderation & tracking processes leading to timely interventions and improving learner progress.</i>	
			Use tracking and monitoring data and attainment meetings to inform timely interventions , evaluate impact and improve learner outcomes	Ongoing		Tracking & attainment data Interventions impact evaluations Attainment Meeting minutes BGE comparative data QS attainment and achievement data	

* Specific, Timebound, Aligned and Numeric

Leadership of Improvement through Self Evaluation

Desired Outcome	Aims (STAN*)	QIs	Action(s)	Timeline	Who	What do we need to know? How will we measure it?	Progress Update
To strengthen leadership at all levels by empowering staff to lead continuous improvement through robust self-evaluation resulting in improved experiences and outcomes for all young people	By June 2027, self-evaluation evidence will demonstrate a strong culture of collaborative improvement with almost all staff confidently contributing to school Improvement priorities	1.3 1.3	Develop leadership capacity at all levels through clearly defined roles, responsibilities and opportunities to lead school improvement.	By Oct 26	SLT All Staff	<i>Is there a strong culture if collaborative improvement?</i> Staff Surveys Professional Dialogue Leadership at all level structures	
			Develop a shared understanding of leadership in a catholic school promoting catholic social teaching working towards our Laudato Si school accreditation.	By Jun 27	PT SS & RE FIA Group All staff	<i>Is leadership reflecting our catholic values?</i> School Self evaluation Laudato Si Schools programme YPI implementation	
	By June 2027 staff will confidently engage in self-evaluation, using a range of evidence and professional dialogue to identify strengths, inform improvements and evaluate impact.		Establish new and effective faculty and pupil support structures to strengthen distributed leadership, collaboration and continuous improvement.	Ongoing	Support Team SLT	<i>Are we confidently using self evaluation, professional dialogue and a range of evidence?</i>	
	By June 2027 self evaluation will consistently inform improvement planning, resulting in measurable improvements in the quality of provision, learner experiences and outcomes		Strengthen self-evaluation processes through a programme of school and faculty level through professional dialogue and quality assurance activities. Improve staff confidence in using a range of evidence such as attainment data, stakeholder voice and QA evidence to inform improvement priorities and evaluate impact.	By Sep 26 – SE Calendar Ongoing	ELT All staff	Faculty QA Calendars School and Faculty improvement planning Professional Enquiries <i>Is Self evaluation leading to measurable improvements and better outcomes for YP.</i> SIP evaluations Faculty Self evaluation QA evidence Stakeholder feedback Professional Enquiry findings	

			Strengthen opportunities for staff, young people, parents and partners to contribute to self-evaluation and school improvement.	Ongoing	Pupil Parliament Parent Council All staff		
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Priorities for Consolidation

Culture & Ethos

Desired Outcome	Aims (STAN*)	QIs	Action(s)	Timeline	Who	What do we need to know? How will we measure it?	Progress Update
To strengthen a positive school culture where our vision, values and Catholic Ethos are lived by all and reflected in positive relationships and high expectations	By June 2027, almost all staff and young people will demonstrate a shared understanding of our vision, values and catholic ethos.	1.2 3.1 3.2 1.3	Embed our vision and values ensuring they inform decision making, relationships and daily practice.	Ongoing	All staff	<i>Are our vision, values and Catholic Ethos evident in the daily life & culture</i>	
			Promote our Catholic identity, through opportunities for Faith in Action such as YPI and Laudato Si.	By Jun 27	SS & RE Faculty FIA Group	Staff surveys Learning visits and observations Faculty self-evaluations Link Meetings Stakeholder feedback	
	By June 2027 almost all young people will consistently demonstrate the Sinclair Standards of Ready, Respectful and Safe.		Embed the Sinclair Standards of Ready, Respectful and Safe through consistent expectations and positive relationships	Ongoing	All staff	<i>Are the Sinclair Standards consistently understood & demonstrated across the school community.</i>	
	By June 2027, staff and young people will actively promote Catholic Social Teaching through leadership, service and participation.		Develop meaningful pupil Leadership opportunities throughout the wider curriculum.	Ongoing	PT (Wider Achievement) PT (Pupil Leadership)	Learning visits Referrals Staff/Pupil surveys Stakeholder feedback	
			Strengthen family learning through a planned programme of learner opportunities & engagement.	Ongoing	S3 Support Team	<i>Are opportunities to live our Catholic Ethos making a positive contribution to school life?</i>	
	By June 2027, almost all young people will have meaningful opportunities to		Use wider achievement information to further identify, target and support young people who are underrepresented in opportunities (PEF)	Termly	PT PE (Wider Achievement)	Participation in Faith in Action, YPI and Laudato SI Chaplaincy <i>Are there meaningful leadership opportunities across the school</i> Leadership participation data	

	develop leadership skills By June 2027, family learning and parental engagement will be strengthened, enabling parents to play an active role in supporting young people. By June 2027, almost all people will have their achievements and successes recognised and celebrated					Minutes/Actions groups <i>Are parents/Carers meaningfully engaged in supporting learning and the life of the school.</i> Attendance at family learning events Parent Surveys Workshop feedback <i>Are all young people contributing in wider achievement opportunities and are those underrepresented identified and supported?</i> Wider achievement tracking data Targeted interventions Celebration & recognition Pupil Feedback	
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Wellbeing, Inclusion & Attendance

Desired Outcome	Aims (STAN*)	Qis	Action(s)	Timeline	Who	What do we need to know? How will we measure it?	Progress Update
To embed a culture of wellbeing, inclusion and equity where every young person is supported, attends regularly and is	By June 2027, attendance will be 91% with continued support for identified groups through early intervention and targeted support.		Embed Attendance Strategy with clear roles and responsibilities for tracking, early intervention and support with a focus on young people with 80-90% attendance and those at risk of persistent absence.	By Dec 2026	Support Team	<i>Is attendance being maintained and are targeted approaches improving attendance for identified groups?</i> Whole School Attendance Analysis Attendance of 80-90%	

able to achieve their full potential	By June 2027 most young people will report to feeling safe, included, respected and having a strong sense of belonging.	3.1 3.2 2.4 2.5	Embed the new pupil support structure ensuring consistent implementation of universal and targeted support, GIRFEC, staged intervention and child centred planning.	By June 2026	Support Team	Attendance intervention tracking Attendance Meeting Evaluation Evaluation & Review of Attendance Strategy	
	By 2027, almost all staff will confidently implement consistent universal and targeted support		Promote positive wellbeing through improved nurturing and learning spaces where every young person can feel safe and valued.	Ongoing	Support Team	<i>Is the new structure embedded so that yp are getting the correct support?</i>	
	By June 2027 targeted approaches will continue to reduce barriers to attendance, participation and achievement (PEF)		Use evidence to identify barriers to attendance (targeted groups) to implement targeted interventions including the S4 skills academy to improve outcomes of CE young people and those at risk of not achieving.	By May 2027	Support Team	Staged Intervention Audits Childs Planning Records Learner/Parental surveys QA of learner support processes <i>Do all YP feel safe, respected and included?</i> Wellbeing & Ethos surveys Learner voice Parent surveys Staff observations Learning visits Referrals <i>Are targeted interventions through PEF reducing barriers to attendance, participation?</i> Attendance analysis Skills Academy Evaluations Participation in WA Achievement and Attainment Data.	

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Priorities for Understanding

Curriculum Design

Desired Outcome	Aims (STAN*)	QIs	Action(s)	Timeline	Who	What do we need to know? How will we measure it?	Progress Update
To develop a coherent, innovative and inclusive curriculum that reflects our vision, values and catholic ethos meeting the evolving needs and aspirations of young people.	All staff will develop a shared understanding of curriculum innovation through active engagement in the curriculum innovation cycle ensuring our curriculum continues to evolve to meet the needs of our young people	2.2 2.7 3.3	All staff will engage in the CIC workshops to develop a shared understanding of curriculum innovation	Ongoing	All Staff	<i>Have all staff developed a shared understanding of curriculum innovation and CIC</i>	
	By June 2027 the S1-3 curriculum will be reviewed and refined taking account of learning from CIC.		Each curriculum area will evaluate and review BGE Planning Documents.	By Dev 2026	All faculties	Inservice day / Cluster CAT evaluations Faculty Plans Staff surveys Evidence from CIC workshops	
	By June 2027, the S4 curriculum will be successfully implemented and evaluated, providing coherent pathways which meets the needs, aspirations and		Develop and Implement S4 Curriculum Plans ensuring coherent progression from the BGE and preparing for future combined Senior Phase	By Aug 2026	All faculties	<i>Has the BGE Curriculum been reviewed and refined.</i> Curriculum Plans / Progression Pathways Link Meeting Discussions Faculty Self-evaluation Learner feedback	
			Design the S5 curriculum through stakeholder voice, LMI and self evaluation, ensuring it reflects the needs and aspirations of young people.	By May 2027	All faculties	<i>Has the S4 curriculum been successfully implemented and reviewed?</i> S4 Learner feedback Faculty self-evaluations Link Meeting Discussions Attainment and Achievement Data	
			Develop curriculum pathways and the SCQF offer, to meet the diverse needs, aspirations and future destinations of all young people.	By May 2027	All faculties TT/DYW Team	<i>Has stakeholder voice / LMI been heard in S5 curriculum</i> Consultation findings National Guidance	

	destinations of all young people. By March 2027 the S5 curriculum will be informed by stakeholder voice, and self-evaluation.					Curriculum Planning / Course Choice <i>Do our curriculum pathways and SCQF offer meet the diverse needs and aspirations of all young people?</i> Curriculum Pathway analysis SCQF/SQA offer Parent/ Learner Satisfaction LMI Destination data Pathway review	

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Pupil Pathways

To develop coherent learner pathways that equip all young people with the knowledge, skills and experiences required for positive and sustained destinations	By June 2027, curriculum areas will explicitly develop and make visible skills for learning, life and work, career pathways and Labour Market Intelligence within learning and Teaching.	3.3 2.7 2.3	Embed the Sinclair Skills Framework, Career Pathways and LMI across all curriculum areas	By May 2027	All staff	<i>Is the Skills Framework, Career Pathways and LMI planned and embedded in all curriculum areas</i>	
	By June 2027, almost all young people will be able to recognise, articulate and profile the skills they have developed for learning life and work		Develop effective partnerships with businesses and employers to enhance learner pathways and support positive destinations.	By May 2027	All faculties	Faculty Plans Learner Visits Learner Conversations Faculty Self evaluation	
			Planning for career cafes, workshops and employer engagement.	By May 2027	DYW Team	<i>Can almost all YP articulate their skills?</i>	
			Planning work experience opportunities that support learners to make informed choices about future pathways.	By May 2027	DYW/Support Team	MWOW profiles Learner conversations <i>Are Learner pathways informed by LMI, stakeholder voice and partnership working</i>	
			Provide high quality conversations using tracking	Ongoing	SLT Support Team	Pathways Planning / Course Choice Parent/Learner satisfaction	

	By June 2027 learner pathways will increasingly reflect labour market intelligence, stakeholder voice and partnership working. By June 2027, all young people will be supported to make informed decisions about their learner pathways through high quality learner conversations, profiling and personalised pathways planning.		data to support pathway planning			SDS feedback <i>Are young people supported to make informed decisions?</i> Destination planning evaluations Learner Conversations MWOW RAG data/ positive destinations Engagement in Career Cafes, Workshops & Work Experience	
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