

Moving **forward**, working **together**



School Prospectus

2014 / 2015

Rector: Ian Adair

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Rector's Introduction

I am very pleased and proud to be able to write this Introduction for you in my role as Rector of Whitburn Academy. I am particularly keen to welcome any parent/carers of children who are thinking of joining us in August from one of our feeder Primary schools. A special welcome to you all.

There is a lot to take in over the next few pages or so, but we feel it is vital that you start to form an impression of Whitburn Academy even at this early stage of the transition process. I hope that the information you find in this prospectus gives you a flavour of what Whitburn Academy is about and what it stands for. I trust that you will find the information here useful, but if you are in any doubt about some of the detail, that you will phone, email or make an appointment to come in and see us.

I feel that Whitburn Academy can offer your child a great start in life, not just in terms of academic achievement, but also a wide range of extra-curricular activities and opportunities which will prepare them extremely well for their journey into adulthood. I welcome your observations and comments and I look forward to having the occasion to speak to you directly at some stage in the near future.

Kind regards

I ADAIR
Rector, Whitburn Academy

INTRODUCTION

Whitburn Academy is a six-year comprehensive, non-denominational school. The school building opened originally in 1967 and was extensively refurbished and upgraded in 2001/2. It provides excellent modern educational facilities for our pupils.

The school's accommodation has 93 class and practical rooms including:

MAIN COMMON AREAS

- Assembly hall, stage with stage lighting
- Dining hall
- Library/training room
- Conference room/training room
- Staff room/training room

ICT/LANGUAGE FACILITIES

- 5 trolleys of netbooks
- 1 trolley of laptops
- 4 Computing classrooms
- 3 language laboratories

PHYSICAL EDUCATIONAL FACILITIES

- Gymnasium
- Games Hall
- Fitness and Conditioning Room
- Dance Studio
- 3G all weather pitch and changing pavilion
- Swimming Pool

SPECIALIST PRACTICAL CLASSROOMS

- 10 Science labs
- 3 Craft & Design workshops
- 4 Craft & Design classrooms
- 3 Home Economics rooms
- 3 Music classrooms
- 3 Music Tuition rooms
- 1 Radio workshop/classroom
- 1 multi-purpose Technical workshop/classroom

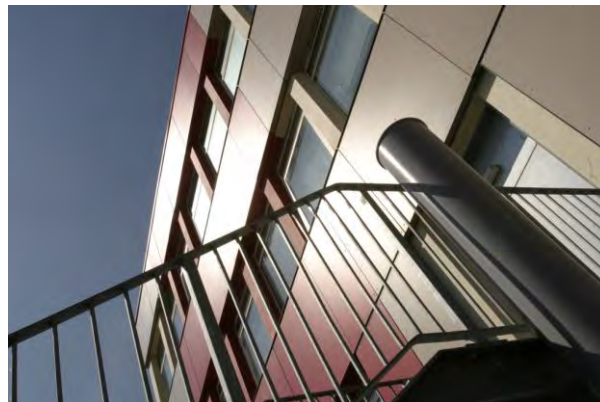
- 10 visualisers
- The school also has a computer network with over 500 computers, plus printers, data projectors, and interactive whiteboards in many classrooms

OTHER FACILITIES

- Main Hall with stage light and sound facilities
- Drama Studio
- Radio Station
- Internal Social Space
- External Social Spaces
- S1 Social Space
- S6 Study Room
- Zen Garden
- Memorial Garden
- Nurture Room
- Breakfast Room

OUR VISION AND VALUES

Our key aspiration at Whitburn Academy is to provide everyone with an education which will equip them to live in the adult world of work, leisure, personal relationships and family life. Each person will be given the opportunity to develop the skills required by this adult world, with an emphasis for all on acquiring the qualifications necessary for further education or entry to particular occupations.



We feel that the culture and ethos in school is very important in helping to achieve these aims. We encourage a spirit of co-operation and tolerance, hard work and self-reliance, believing these qualities important as young people grow up and enter adult society. We recognise the crucial role played by parent/carers in creating such an atmosphere and seek at all times to maintain effective communication with them.

In providing this culture for learning within the school, we would present our aims in the following form, and taking fully into account the Scottish Government's 'Five Broad Areas of Excellence':

I. **An Appreciation of Learning**

('Five Broad Areas of Excellence': Learning and Teaching, Culture and Ethos, Vision and Leadership):

Our aim is to help everyone to be enthusiastic about learning, to understand its importance and to realise that learning is a lifelong activity, by:

- encouraging high standards whereby everyone achieves his/her full potential
- developing everyone's understanding of how he/she learns and studies
- helping everyone to take responsibility for his/her own learning
- developing everyone's skills and self discipline
- offering a wide range of courses to cater for all interests and levels of ability
- providing advice and opportunities for research on subject choice and options after school

2. Respect and Caring for Self

(‘Five Broad Areas of Excellence’: Learning and Teaching, People, Culture and Ethos, Partnership, Vision and Leadership):

We aim to foster self-reflection, a feeling of self-worth, and the development of emotional literacy and emotional intelligence by:

- making sure that each person understands that he/she is known and valued as an individual
- developing self-esteem and self-confidence
- helping everyone to identify his/her strengths, weaknesses and areas of personal growth
- assisting everyone in taking responsibility for his/her own health and well-being
- developing in everyone an understanding of the world he/she lives in and the factors that affect him/her

3. Respect and Caring for Others

(‘Five Broad Areas of Excellence’: People, Partnership, Culture and Ethos, Vision and Leadership):

We aim to encourage respect and caring for others by:

- assisting everyone to recognise that every person is a unique and worthwhile individual with a valuable contribution to make
- providing everyone with opportunities to study a wide variety of human experiences
- showing a positive attitude towards cultural differences, and by encouraging everyone to develop similar attitudes of their own
- encouraging tolerance, sympathy, understanding and sensitivity

4. Sense of Belonging

(‘Five Broad Areas of Excellence’: Partnership, People, Vision and Leadership):

Our aim is to create a strong partnership between home and school, and to encourage a sense of belonging to the school community amongst pupils, parents and staff through:

- providing everyone with a group they can identify with – membership of their tutor class, their House, school teams and groups, Parent or School Council, Working Groups, Departments and Faculties
- placing a high emphasis on the value of the family by welcoming communication between home and school
- reporting to parents on a regular basis
- providing parents and pupils with opportunities to meet staff in formal and informal situations, including information and celebration evenings, learning workshops, showcase events, Primary visits by Whitburn staff
- encouraging parents to contribute to the life of the school through organisations such as the Parent Council and through extra-curricular activities

We also aim to encourage a sense of belonging to the wider community through the development of understanding of the religion and culture of:

- the local community
- Scotland
- The United Kingdom
- Europe
- The wider world

5. Social Responsibility

(‘Five Broad Areas of Excellence’: Vision and Leadership, Culture and Ethos, Partnership, People):

Our aim is to help each person to develop into a capable member of the school and society and enable each to contribute to an evolving society by:

- encouraging qualities of self-reliance, adaptability, teamwork and leadership
- helping to bring about awareness and understanding of the need for rules and laws, and the need to make good choices and take responsibilities for our actions and the consequences which follow
- assisting everyone to understand the political world we live in and encouraging him/her to participate in democratic processes
- encouraging understanding of environmental issues and of the need for personal responsibility in this area
- providing each pupil with the opportunity to experience and understand the world of work
- helping everyone to recognise their social responsibilities towards other individuals or groups

MOVING UP – MAKING THE TRANSITION

P7 Induction:

Prior to moving to the Academy, some, most, or all P7 pupils will have:

- had an invitation through their Head Teacher to join an early transition group if they are unsure, or especially concerned about, their move to Secondary education
- had an introduction to a Senior Manager from the Academy, where they will have received the School Prospectus, and had an exciting introduction to the Academy
- had visits from members of the Academy's House teams, to discuss educational and welfare requirements
- had information transferred from their Primary School to the Academy, consisting of academic, social, support for learning, siblings, health and interests. This is used to help us determine Tutor and class settings

Also, as part of the transition process:

- There is an Open Evening for prospective S1 pupils and parents in October of the child's P7 year, which incorporates a presentation about the school from the Rector, as well as an opportunity to tour the school and to visit a range of departments. During this tour, pupils and parents meet with current pupils and with staff, and have the chance to see the exciting work going on at the Academy
- There is a second Evening for new S1 pupils and their parents at the Academy in early June, where there is the opportunity to meet with and talk to the Rector, the Senior Staff, and members of the House teams
- During the period from October to June before coming to the Academy, various meetings are held between Academy Staff, parents, senior pupils and the primary children, in order to answer pupils' and parents' questions, and to help make the transition to Secondary as smooth as possible
- Pupils follow a three-day transition timetable within the Academy, where they meet their Tutor Teacher and go to a selection of their new classes
- Once at the Academy, S6 buddies escort our newest pupils around the school for the first week. S6 buddies then stay on assisting some of the new S1 cohort during tutor time at least until January of that first year; some S1 pupils are allocated an individual S6 buddy, who accompanies them to certain lessons
- We aim to keep our Primary colleagues up to date and well informed as to their pupils' progress whilst at the Academy. We do this via regular meetings, data sharing and informal discussions

CREATING A POSITIVE ETHOS

Rights Respecting School Charter:

Whitburn Academy is striving towards becoming a UNICEF Rights Respecting School. The principles of the Rights Respecting School drive everything that we do, and serve as a constant reminder to us all that with Rights come responsibilities:

With every right comes a responsibility - by taking responsibility we make our world better

I have the right to learn

And the responsibility to come to class prepared

I have the right to be respected

And the responsibility to treat others with respect

I have the right to a safe school

And the responsibility to keep it safe

I have the right to my own personal space

And a responsibility to respect others' privacy

I have the right to be heard

And the responsibility to listen to others

I have a right to know the rules

And a responsibility to follow them

I have a right to use school property

And a responsibility to respect it

I have the right to excel

And the responsibility to do my best

I have the right to relax and play

And the responsibility to be a good sport

I have the right to make mistakes

And the responsibility to learn from them

Promoting Positive Behaviour

Our Code of Conduct relies on all stakeholders – students, staff and parents/carers – adhering to the principles of the Rights Respecting School, as outlined on the previous page. In addition, we try to create guidelines for pupils, staff and parents which promote and reward good behaviour, and which address very clearly the consequences of poor, disrespectful or challenging behaviour.

We believe that managing behaviour is a shared responsibility between staff, pupils and parents, and that effective communication within school, and between home and school, is essential. We will do everything we can to support pupils at Whitburn Academy to promote and to display positive behaviour. We have very high expectations of all pupils in terms of uniform, punctuality, and regarding their respect for each other and for staff, whether that is in the classroom, around school, or beyond the school gates (for example in Whitburn Town Centre, on the school bus, on an out of school event).

Pupils who choose to ignore or to refuse to follow the school's very clear guidelines will face appropriate sanctions, ranging from detentions and isolation from classes, to a possible Formal Disciplinary Warning or even Exclusion, both of which require parents to attend a meeting with the Head of House to discuss ways forward. We will make every effort to keep parents up to date with matters concerning behaviour – both positive and negative. Equally, parents are actively encouraged to contact the school with any concerns (or positive comments!) about their child's progress and welfare.

Behaviour is managed lesson by lesson by the Faculties: Sciences, Numeracy, Creative and Aesthetic, Social Subjects, and Languages. Pupils will be rewarded for positive conduct, but will face consequences for behaviour which falls below the expected standards. Weekly House Assemblies will promote our core values and the value of positive thinking, and will support our pupils in developing positive attitudes towards their House, the school and their learning. The details of the Code of Conduct will be shared with new S1 pupils and parents in June, and will be reinforced when S1 start in August. The pupil journal also contains key information regarding the Code.

Parents should be aware that during the school day, no pupils are allowed to leave the school site at breaktimes, and students are therefore expected to remain in and around school for those 15 minutes. At lunch, only pupils from S2 through to S6 are free to leave the school site. S1 pupils are required to remain on site for the whole of their first year at Whitburn Academy. We feel that this will allow pupils to orientate themselves within the school, and to take advantage of the food, facilities and clubs on offer on site, before they make their own decisions as to how to spend their lunchtime during S2.

We look forward to your support as we work towards being seen as a Rights Respecting School, and we hope that you will have the opportunity to share in your child's successes and achievements whilst at the Academy.

Dress Code, Equipment and Expectations:

For S1-S6:

- Plain white shirt (not black, or any other colour), with school tie.
- Black v-neck sweater or tank top (either with school logo or plain – no other logos are permitted). Pupils are also permitted to wear plain black cardigans. No other colour other than black will be permitted.
- Trousers – plain, ordinary school trousers, and no other substitute (ie no combat trousers, no jeans at all, no canvas trousers, no tracksuit bottoms, no corduroy, no stripes, no linen trousers, no leggings)
- Shoes - black shoes or black trainers (not white or any other colour; no Converse trainers; black trainers should contain **no other colours**) or boots (again, black only – no other colour will be acceptable). Footwear, if laced, should have black laces and **no other colour**.
- Jewellery - simple and plain (ie maximum one ring, one bracelet, one pair of plain earrings [no Diamantes] and one necklace). Pupils will be strongly discouraged from wearing any other visible piercings.
- Make-up – this should be kept to an absolute minimum – i.e. no excess foundation, blusher or lip gloss/lipstick
- PE kit of white t-shirt, black shorts, and/or black tracksuit bottoms, with appropriate footwear.

For S5 and S6 Only

- S5 and S6 pupils are expected to wear school blazers, which are supplied by Academy Uniforms (MPC) Limited, and purchased through the school.

Also:

- Pupils are not allowed to wear fashion belts or hats inside the school building.
- All pupils are expected to bring a bag to school, large enough to carry A4-size folders.
- All pupils are expected to carry their Learning Journal, a pen, pencil and ruler at all times.
- Pupils are expected to remove their outside coats/jackets/non-uniform tops on entering class – for **all** lessons, including Tutor time and Assembly

and Finally:

- Pupils can bring in mobile phones/i-pods/MP3 players to school, but may only have them switched on during break and lunchtimes in the designated areas provided within the school (ie social area, main hall and the dining hall). Use of such devices off site at these times is obviously allowed (but with some restrictions).
These devices should never be switched on or seen in classrooms or along corridors.
- If pupils are seen with their phones/i-pods/MP3 players on at inappropriate times, staff will challenge them and remove the device from the pupil. Devices which are removed can be collected at the end of the school day from the School Office (after the 3:25 bell and not before). Persistent breaches of this policy may lead to a lengthy or even permanent ban for that individual.
- Pupils should not bring any fizzy or “energy” drinks into the building or these will be confiscated.

Equality and Fairness:

We are very proud of our school. We hope to make you feel welcome at all times by fostering good relationships between staff, pupils and parents. We have high expectations of achievement and behaviour, which we maintain by praising our pupils' efforts and commitment to the school, and to one another. We expect all relationships to be based on trust, equality and fairness. To that end:

- We offer the right to all pupils to enjoy all opportunities and activities, regardless of their background, race, sex or religion, so that they have the freedom to develop their full potential without constraint
- We seek to promote individual self-esteem and the development of a positive self-image. Whitburn Academy staff will take steps to ensure that the home backgrounds of all pupils are viewed positively and non-judgmentally. Pupils are encouraged to respect themselves and their abilities as well as other pupils
- We treat boys and girls equally and aim to offer the same opportunities to all pupils. We work hard to offer a diverse curriculum, which addresses the needs and demands of all
- We aim to provide an environment in which bullying, racism and other forms of discriminatory behaviour and assumptions are challenged. Our aim is to create an atmosphere of trust and tolerance between pupils, school and parents
- The staff of the school value the support of parents in assisting us in working towards this policy

Pupil Voice:

We have a strong commitment to encouraging and empowering our pupils to contribute to, and have ownership of, a number of initiatives that take place in school. In this way we let pupils know that we value the contributions that they make to the life of the school, and we regularly consult them in a variety of ways. Some examples include:

- Pupil Councils – there are Council representatives in all year groups, sitting on two Councils – one for Junior School (S1-S3) and one for Senior School (S4-S6). Meetings are held at least once a month, with ideas and suggestions sent to the school's Senior Leadership Team.
- Senior pupils also sit on the Parent Council
- Our ECO Committee consists of staff (teaching and support staff), members of the local community, and pupils who work together to try to improve our school environment. We have achieved our second Green Flag Award, which is a standard of excellence achieved by showing that we are participating in projects concerned with environmental issues. We also secured funding for £25,000 worth of solar panels, via our work on the Generation Green project

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Pupil Voice:

- Fund-raising for Charities – Whitburn Academy pupils regularly organise events to raise money for a wide range of charities, both national and local, as well as for projects within school. The most successful of these events is Help Week, which takes place in the last week of the Winter term. On average, via pupil (and staff) efforts such as the Marketplace, the school annually raises over £4000 for needy causes
- Special Events – these include Theme Days, Robert Burns events, our Annual Prizegiving Ceremony in June, Literacy Day, Help Week, and Activities Week
- S6 pupils are expected to take on extra responsibilities and duties as part of their role as the most senior pupils in school
- S5 and S6 pupils also help out at special events and evenings, welcoming visitors and guests, and getting involved in the general organisation of such events
- “Buddies” – S6 pupils “buddy” selected S1 pupils, and support them in mainstream classes. Big “buddies” help wee “buddies” with their learning and presentation of work and they help keep them on track.
- S6 pupils are also involved in a Paired-Reading Scheme, reading for 10 minutes every morning with certain S1 pupils
- Enterprise – we encourage enterprising projects, involving pupils in using their skills and talents in teamwork, communication and using their initiative as they work together to a common goal. Enterprise can be seen where pupils lead assemblies, take part in concerts, design and take an active role in improving the school grounds, and where students run charity events
- In addition, all children experience enterprise education through activities organised in departments and as part of their regular curriculum
- As well as the above, younger pupils will take part in additional enterprise activities via our Masterclass programme, which will run as a discreet subject in both S1 and S2
- We aim to consult with pupils on a range of curriculum and school-related issues as part of the “consultation with pupils” process

For further information please refer to the Developing a Pupil Voice Policy:

<http://www.westlothian.gov.uk/sitecontent/documentlist/educationpolicy/pupilvoice>

INSTRUMENTAL MUSIC SERVICE

West Lothian Council's Instrumental Music Service provides free instrumental music lessons to primary and secondary school pupils and opportunities for these pupils to play in one of the many bands and ensembles that perform regularly at a range of venues and events locally, nationally and internationally.

The Service is delivered in schools by professional instrumental music teachers who provide a structured and progressive music curriculum which is encapsulated in the four capacities of Curriculum for Excellence - to enable each child or young person to be a successful learner, a confident individual, a responsible citizen and an effective contributor. The Instrumental Music Service is managed by a Principal Officer who is based within Education Services.

How will learning to play a musical instrument help my child?

As well as musical development, the many general benefits gained from learning to play a musical instrument include: enhanced listening and concentration, discipline, co-ordination, language development, memory and social skills. It helps your child to become part of a team and to respect other team members whilst increasing your child's confidence and participation in the wider school and community.

How much will it cost?

Lessons are free, but you will be asked to buy music and some pieces of equipment, reeds, strings etc. For a more accurate estimate, please contact your child's instrumental teacher.

How can my child become part of this?

We aim, within the available resources, to provide opportunities for pupils to learn to play a musical instrument in all primary and secondary schools. Instrumental music teachers provide instruction in a range of instruments including strings, brass, woodwind, guitar, bagpipes and percussion. Availability of specific instruments varies in different cluster areas. Demand usually exceeds availability so children are selected using established musical selection procedures. Your child's instrumental music teacher will recommend the most appropriate instrument. Depending on resources, an instrument may be provided on loan without charge for an initial period of tuition, but it is also possible to purchase an instrument through your child's school using (AIPS) - the Assisted Instrument Purchase Scheme. AIPS Enables you to buy a musical instrument without paying VAT.

When are the lessons and how do I check on progress?

Lessons are once a week during the school day but are, wherever possible, provided on a rotational basis so that no particular curriculum subject is affected. The length of the lesson can vary. Individual learning plans/targets are agreed with pupils, their progress is checked weekly and a written report is issued each year. Children are also encouraged to take part in nationally recognised music exams such as Music Medals to boost their sense of achievement.

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Is there anything I can do to help?

Your role in supporting your child is an important one.

- Encourage regular practice in a quiet place and listen to them playing from time to time.
- Be positive, especially in the early stages.
- Encourage your child to attend lessons regularly.
- Be prepared to buy music and accessories.
- Don't hesitate to contact your child's instrumental teacher if you need advice
- Encourage your child to take up opportunities to perform solo and in groups

What happens as my child progresses?

All the way through instrumental music teaching, your child will be encouraged to assess themselves, first with Music Medals, then by sitting SQA and external examinations. Music exams passed at grades 6, 7 or 8 also score valuable points on University and College application forms (UCAS). There are bands and ensembles in most schools that usually play weekly after school hours. There are also Area Ensembles playing all kinds of music from popular to jazz to classical. These bring young musicians from different schools together to perform, often with professional musicians at prestigious venues around the world.

Where can I get more information?

The Instrumental Music Service team from Education Services will be happy to talk to you about any questions you may have

Juliet Hosie

Principal Officer of Instrumental Music

01506 281995

juliet.hosie@westlothian.gov.uk

Steven Gray

Co-ordinator of Instrumental Music

01506 281996

steven.gray@westlothian.gov.uk

Derek Rae

Music Development Officer

01506 281144

derek.rae@westlothian.gov.uk

Hugh Foster

Instrumental Music Service Support Officer

01506 281145

hugh.foster@westlothian.gov.uk

Alternatively you can contact the instrumental music teacher at your child's school.

EXTRA CURRICULAR ACTIVITIES

Clubs and Societies:

A variety of clubs and activities are available to pupils. The pattern of activities depends, of course, from year to year on the changing expertise and interests of staff and pupils.

Music:

The Music Department offers the opportunity of participating in group and individual music making, which includes vocal or instrumental.

Educational Visits:

Throughout the academic year, trips are organised for different year groups by subject departments to theatres, art galleries, museums, historical buildings, places of geographical interests and business and industrial premises.

Sport:

In Whitburn Academy, the P.E. department, Active Schools Scotland, and other members of school staff provide pupils in S1-S6 the opportunity to participate in after-school sports clubs.

A wide variety of sports is offered for both boys and girls, including Football, Rugby, Dance, Basketball, Gymnastics, Table Tennis, Personal Fitness, and Cricket, with regular opportunities for inter-school competition.

Whitburn Academy also has a full-time Active Schools Co-ordinator who helps support these clubs, and who aims to provide further opportunities for regular participation. Sports featured in previous sessions have included Hockey, Breakdancing, Badminton, Snowboarding, Handball and Triathlon Training. These sessions are run in partnership with local sports and athletic clubs in West Lothian.

Further up the school, pupils in S4, S5 and S6 can choose to study Physical Education as a Certificate Course at a variety of levels, whilst students in S5 and S6 are also offered opportunities to opt for courses in Sports Leadership and Community Leadership, and to apply to participate in West Lothian's prestigious Excellence in School Sports Programme (ESSP), which looks to develop our young elite athletes.

The school also actively participates in West Lothian's Champions in Schools programme, where adult elite athletes work with pupils, aiming to motivate them to participate in sport and to lead a healthy lifestyle.

SOCIAL EDUCATION

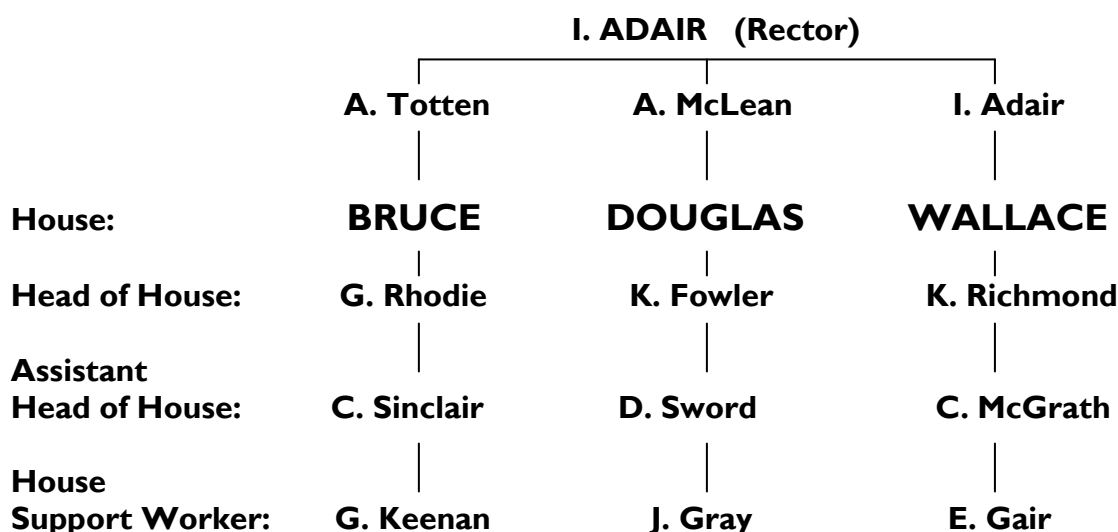
House Support and Careers Advice:

The welfare, safety and social education of our pupils are the concern of all of our staff. Support staff have, however, particular responsibility for these aspects for the personal development of each pupil and for curricular and careers guidance.

A programme of Personal and Social Education forms part of each pupil's course.

Officers from Skills Development Scotland visit the school each week, giving individual advice and information to senior pupils. They are also available for consultation at S4, S5 and S6 Parents' Meetings.

House Support – 2013-2014:



CLASSES

All classes are labelled as follows:
Year Group/House/Class Number

e.g.
3B2 or 4W1

House Support staff are happy to discuss any problems pupils may have.

Personal and Social Education (PSE):

The aim of Personal and Social Education is to support pupils in their education and to give them the opportunities to develop themselves in relationships with others, as they practise their life skills. Skills of communication, co-operation, teamwork, use of initiative, rising to challenges, completing and implementing enterprising projects, are all practised via a variety of stimulating ventures throughout school life, and contribute to the person development of every child. Much PSE work is also contained in the curriculum – through Health Education, Religious and Moral Education and Enterprise Education.

Our Health Education Programme covers all aspects of PSE including: Healthy Eating, Personal Hygiene, Nutrition, Drugs Education, Personal Safety, Road Safety, Emotional Health and Sex Education – in lessons geared to the age and needs of the pupils.

Religious, Moral and Philosophical Studies (RMPS):

RMPS is included in the curriculum, organised through the Head of Faculty for Social Subjects, and supplemented on an occasional basis by our School Chaplains.

Support for Learning:

Class teachers are continuously assessing the needs of pupils in their class and there are some pupils who may be experiencing particular difficulties with Literacy and Numeracy. Such difficulties may be temporary due to absence/illness, or may be longer-term. We are fortunate to have the services of an expert Support for Learning staff, who are able to give extra help to pupils who need it. Support for Learning staff also offer a weekly after-school homework class.

Should your child be experiencing difficulties in a particular area, we would invite you to come in and discuss this with us, so that you can be involved right from the start to ensure maximum benefit for your child. You will also be best placed to know how to support your child at home if we have regular meetings to discuss their needs.

The Support for Learning teachers also work co-operatively in class with the class teacher in a variety of curricular areas, and with a wide range of children. Records are carefully maintained and you will, of course, be kept informed of your child's progress.

The Local Authority has a policy of inclusion. This policy promotes the placement into primary and secondary schools, of pupils with significant learning needs. Additional support may be given to the school to enable such placements to be successful. Should an integrated placement, or placement into special classes be necessary, these are made following assessment by the Authority's Specialist Advisers and in consultation with parents.

Special Needs Policies and Provisions: 01506 776114

ASL Parent's Bulletin/BLOG: <http://blogs.wled.org.uk/aslparentbulletin>

PARTNERSHIP AND COMMUNICATION WITH PARENTS

We pride ourselves on our excellent relationships with parents and the wider community. We operate an open, responsive policy with regard to questions or concerns that you may have. We would encourage you to phone or write if you have any queries you wish to make about your child or general matters. We will regularly communicate with you through monthly newsletters, curricular evenings and Parents' Meetings, and are always exploring other ways in which we can stay in touch with you.

Our school website is constantly updated and contains a 'News Blog' containing information for parents and pupils, copies of our newsletter, and key documentation such as our School Improvement Plan, our Standards and Quality Report, our HMle Report and this Prospectus. Our new, updated school website is available at:

<http://www.whitburnacademy.org>

Whitburn Academy is also fully committed to the development of Glow, Scottish Education's Virtual Learning Platform. Glow has been widely developed and populated with some excellent materials by Whitburn Academy staff. Glow is also an excellent means to communicate with the school, and with departments and teachers via Glow Groups. Information on Glow can be accessed via the following link:

<http://www.ltscotland.org.uk/glowscotland/index.asp>

Pupils have their own password to access their Glow account. With that password, Glow can be easily accessed through the link on our website, or directly via the address below:

<https://secure.glowscotland.org.uk/login/login.asp>

Parents are always welcome to discuss any aspect of their children's welfare or educational progress. It is helpful to telephone in advance so that a suitable time can be arranged to enable you to meet the appropriate member of staff.

We believe that discussion between parents and teachers is of great benefit to pupils, parents and teachers, and that it supplements the information in these reports. A Parents' Evening is arranged during the session for each year group.

In addition, we are welcoming increasing numbers to our expanding Parent Council. For more information, please do not hesitate to contact us via the school at:

whitac.enquires@wled.org.uk

CURRICULUM FOR EXCELLENCE

Pupils who started secondary education throughout Scotland in August 2010 were the first cohort to fully engage with the requirements of Curriculum for Excellence. Whitburn Academy's curriculum for S1 in session 2010-11, for S2 in session 2011-12 and S3 in 2012-13 reflected this.

Our revised curriculum has two stages – the Junior Phase (S1 to S3) and the Senior Phase (S4 to S6). At Whitburn Academy, pupils in the Junior Phase are expected to study a 'Broad General Education (BGE)', with some personalisation at the end of S2, and full course choosing taking place towards the end of S3.

All pupils are expected to learn via the eight 'Curricular Areas' during those initial three years. These 'Areas' are: Mathematics, Languages, Science, Social Subjects, Technologies, Expressive Arts, Health and Wellbeing and Religious and Moral Education. Pupils will expect to learn about Literacy, Numeracy and Health and Wellbeing via all subject areas. The Scottish Government is also proposing providing additional examinations / qualifications in Literacy and Numeracy, most likely to be taken at the end of S3.

Nationally, the new Senior Phase (i.e. those entering S4) begins in 2013-2014. Your child will be part of the fifth cohort to take the new National Qualifications, in 2017-18. As you can imagine, plans for the shape and the details of what will be offered at that time are still being discussed, at National and Local Authority strategy level, and via our own Faculties and Departments.

Pupils starting at the Academy S1 in August 2014 will undertake classes in the following areas:

- Art and Design
- Computing
- Craft, Design and Technology
- English
- French
- Geography
- History
- Home Economics
- Masterclasses
- Mathematics
- Modern Studies
- Music
- Personal and Social Education
- Physical Education
- Religion and Philosophy
- Science

REPORTING AND ASSESSMENT

Throughout the school, pupils are organised into teaching sets by ability wherever possible. Pupils' potential is initially measured by National Tests and other information from the Primary schools including NFER-NELSON Standardised Tests in English and Maths. The school also uses departmental subject assessments and early in S1 pupils will sit Cognitive Ability Tests (CATs). The results of CATs will give the school a clear picture of each child's potential across all subjects, and will assist us as we set both Base (minimum) and Upper (challenging) targets for students as they enter the Senior Phase.

Assessment of pupils in S1 at Whitburn is very much part of the learning situation and the information gained from any assessment is used to help the teacher understand the pupil's needs, as well as to give feedback to the learner. Continuous, formative assessment is therefore very much a key part of the assessment process, supplemented by summative end-of-unit or end of year examinations.

At Whitburn Academy we are committed to closely tracking and monitoring each pupil's academic progress. To that end, the school is fully committed to continuously developing its approaches to Assessment is For Learning (AiFL), which focuses on sharing Learning Intentions and Success Criteria for each lesson with pupils, encouraging self- and peer-assessment, and with staff giving pupils written and oral feedback on a very regular basis. It is vital that pupils understand clearly what they have learned, what stage of development they are at in a particular subject, where they need to go, and how they should go about reaching their goals.

In S1, S2 and S3 parents will receive a Settling-In Review in December, October and November respectively. S1, S2 and S3 Reports follow in May, January and February respectively. Monitoring intensifies in S4, S5 and S6 with three Reviews and a Report during the academic year.

As part of our tracking and monitoring, we are developing our approaches to Assertive Mentoring in school. This is a system which uses frequent data collection via Reviews to establish if pupils are on target across all Curriculum Areas. Following each Review our Assertive Mentoring Coordinator (Ms Fowler), and her tracking and monitoring team, meet with pupils who are off track in order to set goals for the next Review. You as parent/carers will be kept fully informed of any successes and achievements, as well as how you can support your child in improving their performance. We may also ask you to attend meetings regarding progress from time to time.

The school is equally committed to assessing the development of each child's skills, as well as their academic progress. We evaluate pupils' use of – and improvement in – a range of skills from the moment they enter the Academy. Staff are regularly asked to comment on and to record pupils' skills progress, and the skills picture we build up is shared with parents during the session.

If you wish to consult staff about your child's progress, behaviour, attitude or any other matter, you are most welcome to contact the school at any time.

HEALTH AND SAFETY

Within the general policy laid down by West Lothian Council, Education Services has prepared a series of statements of safety policy for all areas of its responsibility in accordance with Health and Safety at Work Act 1974. Members of School staff are fully instructed in their responsibilities in this respect and safety regulations apply to all aspects of school life, both on and off the premises. It is expected that pupils will behave responsibly and comply with all safety requirements. The support of parents in promoting good practice in health and safety matters is of great importance to the school.

Head Teachers of school establishments have a duty to ensure that all Health & Safety requirements are fully complied with, within the school grounds. These duties include a responsibility to make sure that the appropriate member of staff records and logs details of:

- twice-yearly fire drills
- annual fire extinguisher checks
- weekly fire siren bell checks
- administration of medication to pupils
- annual risk assessment of buildings and structures

WEST LOTHIAN SCHOOL HEALTH SERVICE:

Children's well-being depends on meeting their emotional, physical and intellectual needs. Children do better at school when they are both healthy and happy. The School Health Service is here to help pupils achieve their full potential.

Every school in West Lothian has a named School Doctor, a fully-qualified School Nurse, with relevant training to meet the needs of the child. The Nurse and Doctor visit the school regularly.

What does the School Health Service do?

- We work as part of multidisciplinary team, along with other agencies promoting pupil welfare.
- In P7/S1 you will be sent a Health Questionnaire to complete to alert us to any concerns you may have about your child.
- Pupils with health-related problems will be offered an appointment with the School Nurse or Doctor.
- Pupils can also be offered an appointment at the request of parents, school staff, or other health professionals.
- The School Nurse is also involved in Health Education classes and events at your school.

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What does the School Health Service do?

- We provide advice on health issues to parents, teachers, children and where appropriate, assist in planning the curriculum for Health Education.
- Within the school we have a Medical Auxiliary to provide welfare and basic medical services, and to assist visiting Nurse and Doctor.

Medication in schools:

Forms are available from the Medical Room for any pupil requiring medicine to be taken during school time. Parents are requested to complete these forms to allow medicine to be administered. It is important that any pupil who requires a reliever inhaler carries it with them. The medical room will keep any other inhalers if requested, but they will need to be clearly labelled with the pupil's name.

It is parents' responsibility to ensure these are renewed as necessary. Any pupil who requires other medication on a regular basis may require a health care plan. Please contact the Headteacher to discuss this.

Please also advise the school immediately should your child have any allergies.

Immunisation:

- From the age of 12 years, pupils are offered testing for resistance to Tuberculosis and immunisation (BCG) when required.
- From the age of fourteen years, pupils are offered booster immunisation against Tetanus, Diphtheria, and Polio if their GP has not already done these.
- Girls only – tests for resistance to Rubella (German Measles) and immunisation if necessary.
- Girls only – HPV vaccination for girls to help prevent cervical cancer.

How to contact us?

The School Doctor and Nurse are based in:

Community Child Health
St. John's Hospital
Howden Road West
LIVINGSTON EH54 6PP
Telephone: 01506 523000 - (Ext.4147/4212)

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We hope at any time, parents and pupils can ask to meet with the School Nurse or Doctor to discuss health or personal problems.

We hope that the School Health Service can, together with parents, contribute to your child's overall health and development. Please do not hesitate to contact either the school doctor or welfare auxiliary via the school, if you would like any more information.

Parents are asked to provide the school with contact details of an emergency contact in case a child has to be sent home during school hours because they are ill.

Please note that it is important that the school is notified every time your telephone number is changed.

The parent or guardian is responsible for collecting the pupil from school and arranging for appropriate medical care.

EMERGENCY CONTACT AND SPECIAL ARRANGEMENTS:

It is essential that we have in school the name, address and telephone number of an adult we can contact in case of an accident, or if your child is feeling ill. Please ensure that our records are kept up-to-date by notifying us of any change of address and telephone number of your child's emergency contact. Only in special circumstances (e.g. no heating), will pupils be sent home early without prior warning and even then we shall try to get in touch with parents as soon as early closure becomes known.

In the event of extreme weather conditions (e.g. snow) it would be helpful to listen to Radio Forth, River FM, or Real Radio, who will give details of any school closure. Information on school closures can also be found on the West Lothian Council website, as well as our own school website, and via Glow at:

<http://www.westlothian.gov.uk>

<http://www.whitburnacademy.org>

<https://secure.glowscotland.org.uk/login/login.asp>

Requested early release of pupil by a parent:

There are occasions when parents wish their children to be released from school at other than normal closing times, to enable them to keep dental or medical appointments outside school or for other reasons. In all cases, a written request should be made for early release. Parents should then call at the School Office when their pupil will be brought to them.

On no account should a pupil leave school premises on their own.

School Roll – as of August 2014:

S1	128
S2	146
S3	154
S4	142
S5	127
S6	71

Total	768
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School Day 2014-15:

MONDAY TO THURSDAY:

TUTOR – 830 TO 840
 LESSON 1 – 840 TO 930
 LESSON 2 – 930 TO 1020
 LESSON 3 – 1020 TO 1110

BREAK – 1110 TO 1125

LESSON 4 – 1125 TO 1215
 LESSON 5 – 1215 TO 105

LUNCH – 105 TO 150

LESSON 6 – 150 TO 240
 LESSON 7 – 240 TO 330

FRIDAY ONLY:

TUTOR – 830 TO 840
 LESSON 1 – 840 TO 930
 LESSON 2 – 930 TO 1020

BREAK – 1020 TO 1040

LESSON 3 – 1040 TO 1130
 LESSON 4 – 1130 TO 1220

Staff at Whitburn Academy

Rector
Depute Rector
Depute Rector
Business Support Manager

Mr I Adair
Miss A Totten
Miss A McLean
Mr D Foggo

HOUSE STAFF:

Head of House (Bruce)
Head of House (Douglas)
Head of House (Wallace)

Mr G Rhodie
Miss K Fowler
Miss K Richmond

Assistant Head of House (Bruce)
Assistant Head of House (Douglas)
Assistant Head of House (Wallace)

Miss C Sinclair
Miss D Sword
Miss C McGrath

HEADS OF FACULTY:

Languages
Numeracy
Creative and Aesthetic
Social Subjects
Sciences

Mrs W Gilchrist
Mr B Scobie
Mr A Watson
Mrs C Rhind
Mr N Bulloch

LANGUAGES:

ENGLISH:

Mrs W Gilchrist
Mrs M Nicol
Miss K MacDonald
Miss D Sword
Mrs L Higgins
Mr S Williams
Ms S Jarvis

COMPUTING:

Mrs I Williamson
Mr M Currie
Mrs D Woods

MODERN LANGUAGES:

Mrs E Barr
Mrs J Clunie
Miss S Skellern
Mr I Adair

CREATIVE AND AESTHETIC:

ART & DESIGN:

Miss K Watt
Mr A Robertson
Miss P Mackay

NUMERACY:

MATHS:

Mr B. Scobie
Miss A Totten
Miss H Murdoch
Mr A Thomson
Mrs L Stewart
Miss S Bell
Mr G Stirling
Miss C McGrath

CRAFT & DESIGN:

Mrs P Brown
Miss N Miller
Miss R McKay

MUSIC:

Mr S Hamilton
Miss R Cox
Miss A Murray

PHYSICAL EDUCATION:

Mr J Scobie
Miss C Sinclair
Miss I McGhie
Mr A Stevenson

SCIENCES:

BIOLOGY:

Mr J Campbell
Miss B Jessiman
Mr G Rhodie
Miss L Seaton

CHEMISTRY:

Miss A McLean
Mr T Reid
Mr G McDermott

PHYSICS:

Mr N Bulloch
Mrs J Considine
Mr A Steven

HOME ECONOMICS:

Mrs C Cowan
Miss K Findlay
Mrs C McGurk

SOCIAL SUBJECTS:

GEOGRAPHY:

Mrs H Whyte

HISTORY:

Mrs C Rhind
Miss V Steel
Mr A Hunter

MODERN STUDIES:

Miss A Carson

R.M.P.S.

Mr A Watson
Mrs A M Kelly
Mrs C Woods-Brown

INFORMATION TECHNOLOGY:

Mr A Prentice
Mr N Hawthorn

LEARNING SUPPORT TEACHERS:

Mrs L Nisbet
Mr A Ross

SUPPORT ASSISTANTS:

Mrs G Keenan
Mrs M J Gray
Mrs E Gair
Mrs H B Cochrane
Mrs M Douglas
Mrs A Roberts
Mrs M Sandilands
Mrs J Hindshaw
Mrs C Hannah
Mrs A Stoddart
Mrs K McVerry
Mrs L Peebles

SUPPORT

TECHNICIANS:

Mr G Wood
Mrs H Adamson
Mrs J Beck
Mrs Y Townsend
Mr M Carlyle

LIBRARY:

Mrs L Anderson
Mrs H Bell

SUPPORT - ADMINISTRATION

OFFICE:

Ms D Lingham
Mrs N Breen
Mrs K Forrest
Mrs E Simpson

REPROGRAPHICS:

Mrs B McCairn

MEDICAL ROOM:

Mrs M Mitchell

Performance in National Examinations

Summer 2014 – Examination Results [all TBC]							
	W A	WLC target		Virtual Comp.		WLC – av.	
5+ National 5	35	30		28		33	
5+ National 4	90	80		70		73	
5+ National 3	97	95		79		81	
				Comp. Av.			
5+ Level 6	12	10		11		14	
3+ Level 6	24	20		25		30	
1+ Level 6	47	40		45		51	
1+ Level 7	8	8		13		17	

Exam Results – Whitburn Academy – 2009-2014 [TBC]								
	09	10	11	12	13	14	5 yrs	3 yrs
5+ Level 5	26	27	27	21	33	35	29	30
5+ Level 4	74	78	71	77	81	90	79	83
5+ Level 3	96	94	88	96	96	97	94	96
5+ Level 6	6	5	5	5	9	12	7	9
3+ Level 6	14	18	14	12	18	24	17	18
1+ Level 6	31	29	33	29	34	47	34	37
1+ Level 7	4	9	12	6	9	8	9	8

School Policies and Practical Information

A List of School Policies can be accessed online at:

<http://www.westlothian.gov.uk/sitecontent/documentlist/educationpolicy/?key=1778580>

Hard copies of council policies are available from the school, West Lothian libraries and from the Civic Centre upon request.

Admissions:

West Lothian is divided into catchment areas for primary and secondary schools. Each home address has a catchment denominational school and a catchment non-denominational school, for both primary and secondary education. Although the Council aims to provide enough places for all children in the catchment area at a catchment school, living within a catchment area does not guarantee a child a place at a catchment school. Parents can request a school other than one of their catchment schools. This is known as a 'placing request'. Parents can request that their child go to any Secondary school in West Lothian regardless of their religion. The council must grant these requests unless there is a legal reason not to.

For further information please refer to the Secondary School Admission Policy:

<http://www.westlothian.gov.uk/sitecontent/documentlist/educationpolicy/pupilplacementadmissionsecondary>

Complaints procedure:

For further advice please refer to the Comments and Complaints Procedure for Education:

<http://www.westlothian.gov.uk/sitecontent/documentlist/educationpolicy/ComplaintsEducationPolicy>

School Term Dates:

School term dates can be found in your pupil's Learning Journal or accessed online at:

<http://www.westlothian.gov.uk/education/schoolrelateditems/893/860>

Transport:

Pupils whose home address is in excess of two miles from the school are normally granted a bus pass. Requests for Bus Passes and all enquiries concerning transport for pupils attending mainstream schools can contact Education Transport Strategic Planning & Transportation either by phone on 01506 775291 or by emailing publictransport@westlothian.gov.uk.

Attendance Policy:

Parents are responsible for ensuring that children attend school regularly. All absences should be explained by a note from the parent immediately on return to school. Pupils are expected to attend classes punctually. Parents will be informed of persistent lateness. When attendance is unsatisfactory the Year Head will ask the Education Welfare Officer to visit the home and discuss the problem with parents. Where unsatisfactory attendance persists, the case can be referred to the local Area Attendance Advisory Panel. This Panel has powers to carry out the statutory responsibilities of the Council with regard to defaulting parents. The length of the school year is 190 school days. This is the time that the government considers that children need to complete their school work and meet the increasing demands from external and internal examinations. It is a serious matter if children miss school although sometimes this is unavoidable, due to illness or bereavement. In these circumstances teachers will do all they can to support pupils and try to ensure that missed lessons have no long term effects.

Parents are discouraged from taking pupils out of school for holidays during term-time. It is the policy of West Lothian Council that any absences due to term time holidays are regarded as Unauthorised Absence. It is not always possible for teachers to make up the time lost by pupils in this way.

The procedure for reporting pupil's absence or sickness, please refer to the Attendance at School Policy for further information:

<http://www.westlothian.gov.uk/sitecontent/documentlist/educationpolicy/AttendanceatSchoolwithGuidelines>

Free School Meals:

Pupils with parents in receipt of either:

Income Support
Income-Based Jobseeker's Allowance
Any Income Related element of Employment & Support Allowance
Child Tax Credit (with no working tax credit) and whose annual income is £15,860 or less
Working Tax Credit and whose annual income is £6,420 or less are entitled to a free mid-day meal

For further information please refer to the School Meals Policy or by contacting Stuart Isbister, Pupil/Student Benefits Officer either by phone on 01506 281952 or by emailing stuart.isbister@westlothian.gov.uk.

<http://www.westlothian.gov.uk/sitecontent/documentlist/educationpolicy/schmealsmilkpol>

National Entitlement Cards

All canteen purchases at interval and lunch time are made using the National Entitlement Card (Young Scot). Each pupil on arrival will be provided with a personal identification number (PIN) and a card. They are shown how to use the card and PIN and are expected to look after it. Cards remain the property of the school and should not be damaged in any way. Replacement cards can be purchased at the school office.

Clothing Grants:

Families in receipt of Income Support, Income-based Jobseekers' Allowance, Employment and Support Allowance - Income Related or Working Tax Credit (WTC) or Child Tax Credit (CTC) (with an annual income of £15,860 or less) who submit a completed application form automatically receive a clothing grant for each pupil of school age.

For further information please refer to the School Clothing Grant Policy or by contacting Stuart Isbister, Pupil/Student Benefits Officer either by phone on 01506 281952 or by emailing stuart.isbister@westlothian.gov.uk.

<http://www.westlothian.gov.uk/sitecontent/documentlist/educationpolicy/schclothgrtpol>

Families not in receipt of these specific benefits but in financial hardship may also be assisted depending upon their situation. On receipt of an application in such cases, a report is called for from the Children and Young People Team regarding the families' circumstances. Alternatively, pupils will have the opportunity to be appropriately clothed by being able to access school and sports clothing through a school clothing store. For further information please contact the school on 01501 740675.

Pupils staying on at school beyond school-leaving age are deemed to have any requirement for assistance with clothing met by way of an Education Maintenance Allowance and are not provided with clothing grants.

E.M.A.

Education Maintenance Allowances (EMA's) provide Financial Support for 16 to 19 yrs old in education at school or college. EMA is a weekly allowance payable during term time with additional bonuses paid for attendance, achievement, progression and behaviour and paid directly into the students bank account.

EMA Application Forms are available from the School Office or for further information please refer to the Education Maintenance Allowance Policy or by contacting Stuart Isbister, Pupil/Student Benefits Officer either by phone on 01506 281952 or by emailing stuart.isbister@westlothian.gov.uk.

<http://www.westlothian.gov.uk/sitecontent/documentlist/educationpolicy/edmaintenanceallowance>