



Armadale Primary School IMPROVEMENT PLAN

2024 / 2025



Factors Influencing the Improvement Plan

School Factors

Addressing Action Points identified in school's Self Evaluation procedures
Cluster Improvement Priorities
Equity Priorities

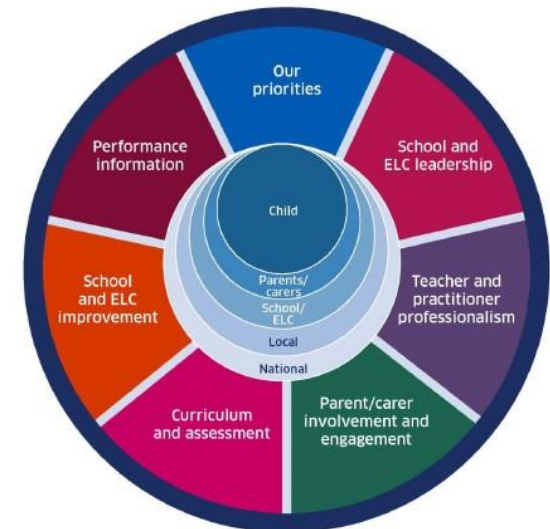
Local Authority Factors

Moving Forward in Your Learning Guidance
Literacy and Numeracy West Lothian Priorities, HWB
Raising attainment, including closing the gap ([West Lothian Raising Attainment Strategy](#))
Transforming Your Council
[Corporate Plan](#)
Education Services Management Plan
West Lothian Parental Involvement and Engagement Framework
Equity Team and additional allocations, Pedagogy Team

National Factors

Moderation Cycle and Assessment
National Improvement Framework / Scottish Attainment Challenge / National Improvement Hub / Raising Attainment for All
Pupil Equity Funding/Equity Audit
How Good is Our School? 4th Edition and How Good is Our Early Learning and Childcare?, National Standard for ELC, Quality Framework for day care of children
Getting it Right for Every child (GIRFEC)
Curriculum for Excellence Refresh
Realising the Ambition
Developing Scotland's Young Workforce
Child Protection Procedures
GTCS professional standards and professional update 2021
Achieving Excellence and Equity 2022: National Improvement Framework and Improvement Plan
Putting Learners at the Centre: Towards a Future Vision for Scottish Education, The Ken Muir report, March 2022.
UNCRC
Presumption to provide education in a mainstream setting 2019

Support for Learning: All our Children and All their Potential (ASL Review) 2020






Courage Relationships Relevance Values



Vision, Values and Aims

Our Vision, Values and Aims


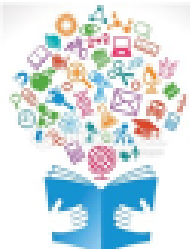




ARMADALE PRIMARY SCHOOL

Vision   **A: Aspire and
P: Persevere to
S: Succeed** 

We all: *and reach our full potential in all we do in our School, Community and Beyond.*

Values  

Core beliefs we nurture are:

Aims   **Learn Well
Be Well
Live Well**    

Together our Aims for all of our School Community (Pupils, Families and Staff) for Now and in the Future are to:

Curriculum Rationale



All schools should consistently revisit the curriculum rationale that takes account of the most recent national and local guidance.

Refreshed curriculum rationales should reflect the local authority commitment to Agile Learning approaches prioritising authentic fulfilment of the four capacities and contexts for learning, within the Refreshed Narrative. See link below to the 'Resources to support the refreshed CfE Narrative'.

<https://education.gov.scot/improvement/learning-resources/resources-to-support-the-refreshed-curriculum-for-excellence-narrative/>

Contextual Data Analysis and Rationale for 2023/24 School Improvement Plan

a) Background - The context for the learners in our school

The Senior Leadership Team includes a Head Teacher, Depute Head Teacher, Principal Teacher and Acting Principal Teacher who are all committed to demonstrating the school values and achieving the school's vision and aims. Within our school community, 21.27% of our learners live in Quintile 1 according to the Scottish Index of Multiple Deprivation (SIMD). Our SIMD rank is 22 out of 68 WL schools with the majority of pupils living in Quintile 1 and 2 (70.16%). 26.20% of learners (P4-P7) receive free school meals and 43.17% receive a clothing grant. During the past session there has been a continued focus on health and wellbeing and on building and sustaining an inclusive ethos within the school. Other core features of the school improvement work include differentiation, approaches to assessment and profiling pupils learning. Our staff team know the direction of the school and are committed to change to ensure continuous improvement for all learners.

b) Data to identify the universal and targeted school Improvement Plan Priorities (SIP)

- **CfE – Most** children (75-90%) in P1, P4 and P7 achieve expected CfE levels in numeracy. The **majority** (50-74%) of children in P1 and **most** children in P4 and P7 achieved expected levels in literacy. Targeted interventions in literacy and numeracy enable children to continue to make progress in their learning. In the **majority** of stages, our attainment in all areas improved from Track 1-Track 4. Our combined P1-P7 attainment for literacy and numeracy for Quintile 1 is **above** the West Lothian average. At identified stages, the attainment of our Q1 children is lower than the West Lothian average and these stages are identified as a priority in our PEF plan.
- **Early Years Trackers** - Our 2023/24 data shows that by the end of pre-school, **most** children are on track in health and well-being. In Literacy, **most** children can listen and take turns when talking, understand and use an increased vocabulary, ask and answer a range of questions and can introduce a storyline into their play. In numeracy **most** children can match and sort using a range of criteria. In literacy, **less** children are on track with being able to identify and "tap" out syllables in words and listening and identify words that rhyme, than other key aspects of literacy. In numeracy, **less** children are on track with working with numbers from zero to ten, than other key aspects of numeracy.
- **Wellbeing – Most** (82.37%) learners in our school report positively against the wellbeing indicators. Overall, the highest positive response (88.75) is against the indicator of safe and nurtured (87.84%). Primary 4-Primary 7 Ethos Survey responses report that 92.14% of learners feel safe at school with most (87.14%) of learners reporting that they have a trusted adult to speak to in school. Our lowest positive response is against the well-being indicator of respected (76.29) however almost all (92.14) reported that they were treated with fairness and respect by adults in the pupil ethos survey and most were treated with fairness and respect by other children with improvement work on going through the review of our Health and Well-Being Curriculum and Positive Relationships Policy.
- **Engagement** –School ethos survey results report that **most** learners in primary 5-Primary 7 feel they are getting on with their school work, staff know their strengths and they are encouraged to do their best. **Most** learners also reported that they get regular feedback on progress and know their next steps in learning. **Almost all** of our families are connected on Seesaw with P4-7 children also engage well with Glow 365 tools. We have developed approaches to track children's participation in extra-curricular opportunities both in and out with school and provide opportunities for learners to experience success. In Session 23-24, we saw a very slight decrease in overall attendance from the previous session. We will continue to focus on this in 2024-25.
- **Other relevant data to our school context** – We have a very diverse school community with 30.6% of our learners having an additional support need. Professional learning for our staff team and supports for our learners to ensure that all of our learners make progress and achieve success, remains a key focus for us. Parent ethos survey results report that most (85.84%) parents feel their child is making progress in their learning and most (82.74%) are satisfied with the school.

C) What are our improvement priorities? (detail in plan below)

We will focus on a review of our health and well-being curriculum to ensure that it is fit for purpose and meets the needs of our learners. At cluster level this will be supported by collaborative working on quality learning and teaching of physical education. Work will continue to ensure approaches to increasing attendance and inclusive practices to supports our learners to be present and participating at school. Improvement work at Cluster level on numeracy and mathematics will ensure that our learners receive high quality learning and teaching experiences in this curricular area. A review of our school's vision, values and aims will support us to review and refresh our curriculum rationale with all stakeholders ensuring that our curriculum offer is underpinned by drivers well matched to the needs out our school community.

Courage Relationships Relevance Values

Armadale Primary School - School Improvement Planning for Ensuring Excellence and Equity				
School priorities linked to knowledge and data as identified on previous page	NIF Driver	Proposed actions	Timescale	Measures of Success
<p>Improvement in all children and young people's wellbeing:</p> <ul style="list-style-type: none"> All learners experience a health and well-being curriculum that provides opportunity for breadth of learning across all organisers. Almost all learners are present at school and engaged in learning. Almost all learners experience an inclusive environment with appropriate structures and routines to support participation and engagement in learning. <p>(Placing the human rights and needs of every child and young person at the centre of education)</p>	<input checked="" type="checkbox"/> School and ELC Improvement <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information	<p>Health and Well-Being Improvement Group to review and audit of HWB curriculum to establish next steps, considering the breadth of the health and well-being Outcomes and Experiences and opportunities for depth of learning across all organisers.</p> <p>Consolidate and embed sustained engagement in the RIC supporting attendance toolkit to</p> <ul style="list-style-type: none"> Increase attendance of all learners Increase attendance of Q1 learners Focus on late coming to improve attendance of all learners <p>Consolidate and embed sustained engagement in the Circle Resource, Inclusive Learning and collaborative working with an initial focus on:</p> <ul style="list-style-type: none"> environment and structures and routines Differentiation through environment professional learning refresh Trauma Informed 2 Training On-going review of positive relationships policy and anti-bullying appendix. 	<p>Aug 2024- May 2025</p> <p>Aug 2024- May 2025</p> <p>Aug 2024- May 2025</p>	<p>How will you baseline where you are in order to measure next steps and impact? Regularly review and analyse data from your measures.</p> <p>Attendance level will continue to improve evidenced through monthly/termly/annual attendance monitoring and tracking for targeted learners (baseline all learners 90.45%, Q1 learners 88.78%)</p> <p>Pre (August 2024) and Post (May 2025) Circle Inclusive Classroom Scale (CICS) and Circle Participation Scale (CPS) evidence an increase in inclusive practices and engagement of learners.</p> <p>Quality improvement activities evidence that learners have an inviting and high-quality safe space in their classroom.</p> <p>Almost all learners in the P5-P7 ethos survey report that they feel safe at school (baseline 92.14%)</p>

<p>Raising attainment for all, particularly in literacy and numeracy(universal):</p> <ul style="list-style-type: none"> All learners experience breadth, depth and progression in learning across literacy. All learners experience pace and challenge in numeracy and mathematics learning. All learners experience good or above learning in numeracy and mathematics. <p>(Placing the human rights and needs of every child and young person at the centre of education)</p>	<p>☑School and Improvement ELC ☑School and Leadership ELC ☑Teacher and Practitioner Professionalism ☑Parental Engagement ☑Curriculum and Assessment ☑Performance Information</p>	<p>Literacy improvement group to review and audit Literacy curriculum to establish next steps and create guidance for all staff on literacy at Armadale PS (referencing the WL Literacy Strategy)</p> <p>Develop shared understanding of Building Thinking Classrooms/Mathematical Discourse and Effective Questioning to improve learner engagement in numeracy and mathematics through:</p> <ul style="list-style-type: none"> Teacher professional learning Maths journals Maths walls as a learning support The teaching explicitly of mathematical vocabulary The use of talk moves to elicit discourse Use content, social and language LI and SC as appropriate Use rich tasks to elicit discourse Begin using the 5 practices for orchestrating productive mathematics discussions Plan for purposeful questioning Opportunities for family engagement and learning 	<p>Aug 2024- May 2025</p> <p>Aug 2024- May 2025</p>	<p>Baseline evidence gathered to inform school improvement priorities for session 2025/26.</p> <p>Pre and post teacher questionnaire evidence an increase in the understanding of the pedagogy and practices of Building Thinking Classrooms.</p> <p>Me as a learner pre and post questionnaire evidence learners have an increased understanding of themselves as a learner of numeracy and mathematics.</p> <p>Quality improvement activity on environment evidence adaptations to support building thinking classroom practices and good or above learning experiences for learners.</p> <p>Learning conversations evidence almost all learners feel challenged in their learning in numeracy and mathematics.</p>
<p>Tackling the attainment gap between the most and least advantaged children (targeted):</p> <ul style="list-style-type: none"> Achieve equity for Quintile 1 and 2 learners through a programme of targeted and intensive interventions. <p>(Placing the human rights and needs of every child and young person at the centre of education)</p>	<p>☑School and Improvement ELC ☑School and Leadership ELC ☑Teacher and Practitioner Professionalism ☑Parental Engagement ☑Curriculum and Assessment ☑Performance Information</p>	<p><i>'All West Lothian schools are committed to continuously developing their approach to ensure equity and tackle the poverty related attainment gap. Each school's PEF Summary provides an overview of their approach and an outline of how Pupil Equity Funding is being used to provide a range of universal and targeted approaches and interventions.</i></p> <p><i>Please follow this link here to view our PEF Summary and find out more about our use of Pupil Equity Funding.'</i></p>	<p>Aug 2024- June 2025</p>	<p>Documented in PEF Plan</p>
<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p> <ul style="list-style-type: none"> Almost all learners are able to identify the skills they are 	<p>☑School and Improvement ELC ☑School and Leadership ELC</p>	<p>Creation of a Curriculum Making Group to develop our curriculum through a service design approach including:</p> <p>Review of school's vision, values and aims to inform review of curriculum rationale.</p>	<p>Aug 2024- May 2025</p> <p>Aug 2024- May 2025</p>	<p>How will you baseline where you are in order to measure next steps and impact? Regularly review and analyse data from your measures.</p> <p>Service design documentation evidence stakeholder engagement in review and</p>

<p>learning and how they can be applied and developed in everyday learning, opportunities for achievement and in the life and ethos of the school.</p> <ul style="list-style-type: none"> • Our curriculum rationale is underpinned by drivers well matched to the needs out our school community. <p>(Placing the human rights and needs of every child and young person at the centre of education)</p>	<ul style="list-style-type: none"> ☒Teacher and Practitioner Professionalism ☒Parental Engagement ☒Curriculum and Assessment ☒Performance Information 	<ul style="list-style-type: none"> • Review and update of curriculum rationale through a service design approach with all stakeholders. • Prioritising of curriculum development over the next three years (creation of a curriculum strategic plan) • Implementation of meta-skills SDS toolkit resources from Early-Second Level with opportunities for family engagement and learning. 	<p>development of our curriculum unique to our setting.</p> <p>Learner conversations will demonstrate that most are able to link their learning to their development of meta skills across learning and opportunities for achievement.</p> <p>Quality improvement activities evidence that most learners have an awareness of the skills they are developing and how these can be applied to everyday learning activities.</p>
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