

ARMADALE PRIMARY SCHOOL IMPROVEMENT PLAN

2025 / 2026



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Values

Factors Influencing the Improvement Plan

School Factors

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

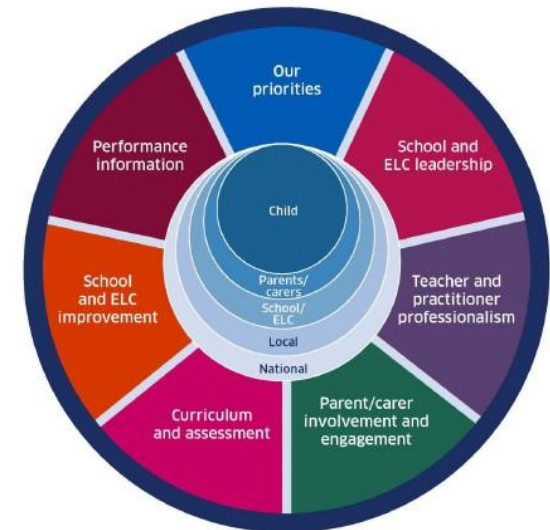
Local Authority Factors

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

Coronavirus (COVID-19): Guidance on reducing the risks from COVID-19 in school
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



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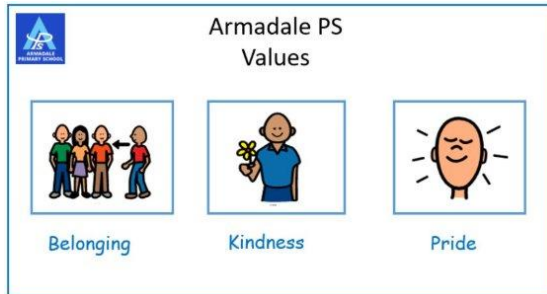
Armadale Primary School Vision, Values and Aims

Vision:

A: Aspire,

P: Persevere and

S: Succeed in reaching our full potential in all we do in our school, community and beyond



Aims: Together, for all of our school community to:

- Be Well
- Learn Well
- Live Well

Armada Primary School 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/>



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Contextual Data Analysis and Rationale for 2025/26 School Improvement Plan

a) Background - The context for the learners in your 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, inclusive practices and reviewing our values. As part of our Validated Self-Evaluation which took place in March 2025, our identified strengths and next steps were validated and these form part of our internal improvement activities and are reflected in our School Improvement Plan for this session. 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-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 data shows that by the end of pre-school, **almost all** 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 **almost all** children can match and sort using a range of criteria with **most** children able to count a small number of objects. Phonic sound pronunciation and counting forward and backwards to and from 10 will be a focus for targeted work in Primary 1.
- **Wellbeing – Most** (83%) learners in our school report positively against the wellbeing indicators. Overall, the highest positive response is against the indicator of active (88%) and nurtured (86%). Primary 5-Primary 7 Ethos Survey responses report that **most** (86%) of our learners feel safe at school with **most** (89%) 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 achieving (77%) and improvements in profiling should address this moving forward. Our ethos survey indicated that on-going work is still required to continue to review our Positive Relationships Policy and approaches to anti bullying. This will form part of our improvement plan.
- **Engagement** –School ethos survey results report that **the majority** learners in Primary 5-Primary 7 feel they are getting on with their schoolwork, 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 24-25, we saw a very slight increase in overall attendance from the previous session to 91.31% on average for all learners and an increase for our Quintile 1 pupils to 91.19%. While our FSM children on average have increased attendance from last session to 86.71%, attendance will continue to be a priority for 2025-26.
- **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** (80%) parents feel their child is making progress in their learning and **most** (80%) are satisfied with the school.

c) What are our improvement priorities? - Identified SIP priorities informed by the above data (detail in plan below)

We will focus on a review of our Positive Relationships Policy and our approaches to anti bullying. Work will continue to ensure approaches to increasing attendance and inclusive practices to support 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 through a Building Thinking Classrooms approach. The implementation of year 1 of our 3-year curriculum strategic plan with all stakeholders will ensure that our curriculum offer is underpinned by drivers well matched to the needs of our school community.



| School priorities linked to knowledge and data as identified on previous page | NIF Driver | Proposed actions | Timescale | Measures of Success |
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| <p>Improvement in all children and young people's wellbeing:</p> <p>Almost all learners are present at school and engaged in learning.</p> <p>All learners, parents/carers and staff know our school positive relationships policy and use it appropriately to support all of our learners.</p> <p>All learners have the opportunity to have a restorative conversation with identified members of staff when needed.</p> <p>Almost all of our school community feel that we ensure we reduce the cost of the school day to support learning and engagement.</p> <p>Almost all learners have the opportunity to take part in active schools' events, festivals and competitions.</p> <p><i>(Placing the human rights and needs of every child and young person at the centre of education)</i></p> | <p>☒School and ELC Improvement</p> <p>☒School and ELC Leadership</p> <p>☒Teacher and Practitioner Professionalism</p> <p>☒Parental Engagement</p> <p>☒Curriculum and Assessment</p> <p>☒Performance Information</p> | <p>Health and Well-Being Improvement Group to refresh Health and Well Being curriculum overview considering the breadth of the health and well-being Outcomes and Experiences and opportunities for depth of learning across all organisers.</p> <p>Collaborative approaches with Cluster colleagues and increased use and analysis of data to:</p> <ul style="list-style-type: none"> ▪ Increase attendance of all learners ▪ Increase attendance of Q1 and FSM learners ▪ Focus on late coming to improve attendance of all learners <p>Review school and cluster approaches to reducing the cost of the school day (COSD) to improve and ensure consistency across the Cluster, including approaches to putting learner voice at the centre.</p> <p>Cost of the School Day survey of all stakeholders to identify priorities.</p> <p>COSD improvement group to work on the top three priorities as identified in the May COSD audit.</p> <p>Review and refresh of our Positive Relationships policy with all stakeholders including:</p> <ul style="list-style-type: none"> • Professional Reading: Know Me to Teach Me • Restorative approaches • Embedding of values • Anti-bullying statement • Equalities and diversity statement <p>Increase learner's engagement and participation in engagement in Active Schools events – universal and targeted.</p> | | <p>Quality Improvement activities of forward plans indicate that learners are experiencing the breadth of the HWB curriculum Across Early-First level.</p> <p>Attendance level tracking evidences improvements over time for targeted learners.</p> <p>By May 2026, attendance for all learners will be above May 2025 levels (baseline 91.31%).</p> <p>By May 2026, attendance levels for Q1 learners will be above May 2025 levels (91.19%).</p> <p>Parent ethos survey will report most (over 78%) parents/carers feel the school has helped to reduce the cost of the school day. (baseline 78%)</p> <p>May 2026 FORM results indicate that the school has helped to reduce the top three identified school costs from the May 2025 survey responses.</p> <p>Pupil learner conversations report that almost all learners know what a restorative conversation is and have had the opportunity to take part when needed.</p> <p>May 2026 P5-P7 pupil ethos survey reports that most children say that they feel listened to (baseline majority 72%)</p> <p>Most Parents/carers/pupil report that they feel the school deals with any bullying (baseline parents, majority and learners, less than half).</p> <p>End of session active schools' evaluation notes as increase from 2024/25 in Cluster Active Schools events and festivals.</p> |



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| <p>Raising attainment for all, particularly in literacy and numeracy(universal):</p> <p>All learners experience breadth, depth and progression in learning across literacy.</p> <p>All staff have an increased understanding high quality assessment in listening and talking.</p> <p>All learners experience good or above learning in numeracy and mathematics.</p> <p>All learners experience numeracy and mathematics learning that challenges their thinking through problem solving.</p> <p>All staff have an increased understanding of high quality learning and teaching approaches.</p> <p>All learners experience formative assessment approaches to help identify key learning and next steps.</p> <p><i>(Placing the human rights and needs of every child and young person at the centre of education)</i></p> | <p>☒School and ELC Improvement</p> <p>☒School and ELC Leadership</p> <p>☒Teacher and Practitioner Professionalism</p> <p>☒Parental Engagement and Assessment</p> <p>☒Curriculum and Information</p> | <p>Literacy improvement group to create guidance for all staff on literacy at Armadale PS (referencing the WL Literacy Strategy)</p> <p>Cluster moderation of listening and talking with a focus on high quality assessment.</p> <p>Numeracy Quality Improvement group to use WL Numeracy and Literacy Strategy to audit current provision and identify next steps for improvement.</p> <p>Develop shared understanding of Building Thinking Classrooms (BTC) to improve learner engagement in numeracy and mathematics through:</p> <ul style="list-style-type: none"> ▪ Teacher professional learning on learning related to classroom layout, answering questions and when, where and how tasks are given ▪ Building Thinking Classrooms to support problem solving learning experiences using NRICH platform. ▪ High quality assessments to be planned and support learning experiences in through a building thinking classrooms approach. ▪ All teaching staff to engage in BTC small test of change (related to classroom layout, answering questions and when, where and how tasks are given) <p>Update of Learning and Teaching Policy to ensure:</p> <ul style="list-style-type: none"> • Identification of negotiable learning and teaching pedagogy to increase learner engagement. • Consistent use of language of formative assessment strategies including learning intentions and success criteria • Consistent and regular implementation of formative assessment strategies across almost all learning tasks. • Consistent use of high quality learning tasks | <p>Oct 2025- Feb 2026</p> | <p>Quality improvement processes indicate that staff know the minimum expectations and core resources and approaches to teaching literacy that impacts on learner's experiences.</p> <p>Numeracy and Maths Quality Improvement Group's action plan reflects evidence based improvements in learning and teaching.</p> <p>Cluster FORM capture evidences that almost all staff have a greater understanding of high quality assessment in listening and talking.</p> <p>Pre (May 2025) and post (May 2026) teacher questionnaire evidence an increase in the understanding of the pedagogy and practices of Building Thinking Classrooms.</p> <p>Me as a Learner pre (September 2025) and post questionnaire (May 2026) evidence learners have an increased understanding of themselves as a learner of numeracy and mathematics in P5-P7.</p> <p>Small test of change evidences impact of classroom layout, answering questions and when, where and how tasks are given on learner engagement and ability in numeracy and mathematics.</p> <p>Cluster quality improvement activities evidence in increase in use of formative assessment strategies, high quality learning tasks that impact on learner engagement (baseline from VSE)</p> |
| <p>Tackling the attainment gap between the most and least advantaged children (targeted):</p> | <p>☒School and ELC Improvement</p> <p>☒School and ELC Leadership</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</i></p> | | <p>Documented in PEF Plan</p> |



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| <p>Achieve equity for Quintile 1 and 2 learners through a programme of targeted and intensive interventions.</p> <p><i>(Placing the human rights and needs of every child and young person at the centre of education)</i></p> | <p>☒Teacher and Practitioner Professionalism ☒Parental Engagement ☒Curriculum and Assessment ☒Performance Information</p> | <p><i>provide a range of universal and targeted approaches and interventions.</i></p> <p><i>Please follow this link (INSERT HYPERLINK) to view our PEF Summary and find out more about our use of Pupil Equity Funding.'</i></p> | | |
| <p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p> <p>All learners will be able to identify key learning, identify next steps and evidence progress through their profile.</p> <p>All learners will benefit from access to universal and targeted digital supports.</p> <p>Our curriculum is underpinned by drivers well matched to the needs out our school community and learners are increasingly having the opportunity to lead their own learning.</p> <p><i>(Placing the human rights and needs of every child and young person at the centre of education)</i></p> | <p>☒School and ELC Improvement ☒School and ELC Leadership ☒Teacher and Practitioner Professionalism ☒Parental Engagement ☒Curriculum and Assessment ☒Performance Information</p> | <p>All P4-S3 learners will use the My World of Work platform to profile learner successes and will be supported through learner conversations to identify their next steps,</p> <p>All P1-P3 learners will use Seesaw to highlight learning and will be supported through learning conversations to identify their next steps in learning.</p> <p>Guidance on minimum profiling expectations will be developed to ensure consistency and parity of entries for pupils and parents/carers.</p> <p>Almost all learners will have the opportunity to experience universal and targeted digital learning approaches including the use of Glow tools to increase learner engagement.</p> <p>Creation of a Curriculum Making Group to develop our curriculum through a service design approach including:</p> <p>Identification of curriculum drivers Implementation of year 1 of strategic curriculum plan Community links to enhance learner's experiences and develop sense of belonging and pride in school and local community</p> | | <p>Quality Improvement activities will evidence:</p> <ul style="list-style-type: none"> • all children are documenting learning across the curriculum on Seesaw or MWOW profile • almost all learners are identifying next steps in learning independently or supported through learning conversation • All profiles reflect the agreed minimal expectations for profiling <p>Quality improvement activities indicate that most learner's experience the use of digital technologies to support learning. (baseline less than half, 45%)</p> <p>Service Design process of discover, define, develop and deliver will be captured in a separate SWAY to evidence actions, impact and review cycle</p> |



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