

ARMADALE SCHOOL SCHOOL IMPROVEMENT PLAN

2026 / 2027



Courage

Relationships

Relevance

Values

Factors Influencing the Improvement Plan

School Factors

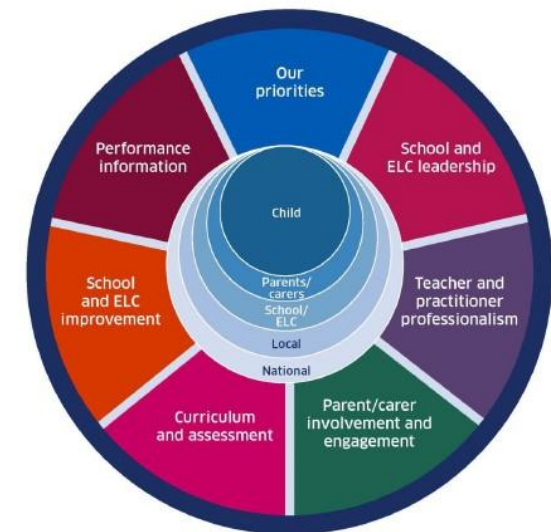
Addressing Action Points identified in school's Self Evaluation procedures
Cluster Improvement Priorities
Equity and PEF Priorities from equity self-evaluation materials 2026

Local Authority Factors

Moving Forward in Your Learning Guidance – Meeting Learners Needs
Raising Educational Attainment Strategy (23-28) - [WLC Raising Educational Attainment Strategy 2023-28.pdf](#)
West Lothian Council Corporate Plan (23-28) - [WLC Corporate Plan 2023_05_30.pdf](#)
Education Services Management Plan (23-26) - [Service Improvement Plan Education Services 2023-26.pdf](#)
West Lothian Parental Involvement and Engagement Framework
Equity and Pedagogy Teams; Additional allocation
West Lothian Stretch Aims
West Lothian Priorities - Literacy and Numeracy, HWB

National Factors

Achieving Excellence and Equity 2026: National Improvement Framework - [2026 National Improvement Framework](#)
Included, Engaged and Involved Series – Attendance, Behaviour and Curriculum
Presumption to provide education in a mainstream setting 2019
Support for Learning: All our Children and All their Potential (ASL Review) 2020; [Additional support for learning - Schools - gov.scot](#)
GTCS professional standards and professional update 2021
[Pupil Equity Funding](#); National Operational Guidance 2026/7
Education Scotland '[Pupil Equity Funding: Looking inwards, outwards, forwards – sharing effective practice to maximise support for learners and practitioners](#)'
How Good is Our School? 4th Edition - [How Good is Our School \(4th edition\)](#); How Good is OUR School? [How good is OUR school? Part 1](#)
Quality Improvement Framework for ELC and Childcare Sectors - [Quality improvement framework for the early learning and childcare sectors | Inspection frameworks | His Majesty's Inspectorate of Education in Scotland](#)
Realising the Ambition - [realisingtheambition.pdf](#)
UNCRC; Getting it Right for Every child (GIRFEC); Child Protection Procedures
Curriculum Improvement Cycle - [The Curriculum Improvement Cycle \(CIC\) | About Curriculum for Excellence | Curriculum for Excellence | Education Scotland](#)
Moderation Cycle and Assessment
Developing Scotland's Young Workforce



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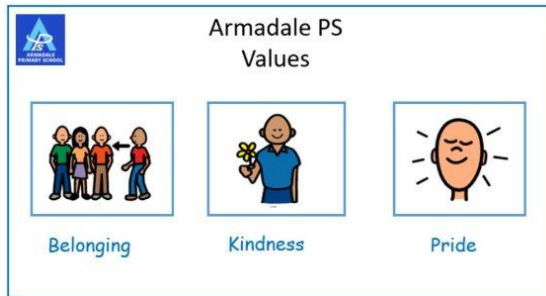
Armada Primary School Vision, Values and Aims

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 /or inclusive and impactful pedagogical approaches prioritising authentic fulfilment of the four capacities and contexts for learning, within the Curriculum Improvement Cycle - [The Curriculum Improvement Cycle \(CIC\)](#) | [About Curriculum for Excellence](#) | [Curriculum for Excellence](#) | [Education Scotland](#)



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Contextual Data Analysis and Rationale for 2026/27 School Improvement Plan

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

The Senior Leadership Team includes a Head Teacher, Depute Head Teacher and Principal Teacher who are all committed to demonstrating the school values and achieving the school's vision and aims. Within our school community we have a total school roll of 295 and 75 in our ELC setting. 24.05% 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 (70.44%). 35% of learners (P6-P7) receive free school meals and 41% receive a clothing grant. During the past session there has been a continued focus on health and wellbeing, inclusive practices and reviewing our Positive Relationships Policy. 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 (76%). The **majority** (50-74%) of children in P1-P7 achieved expected levels in literacy (70.21%). 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 numeracy for Quintile 1 is **above** the West Lothian average and equal to the West Lothian average for Literacy. 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, **most (75-90%)** children are on track in health and well-being. In Literacy, **most** children are also on track in Literacy with a need for a primary 1 focus on listening and talking to others in different contexts and answering and asking questions. In numeracy **most** children are on track with a Primary 1 focus required on reading numbers to 10 and recognising small groups of numbers to 10. These areas will be a focus of Primary 1 planning, targeted support and will help inform our Pupil Equity Fund Plan.
- **Wellbeing – Most** learners in our school report positively against the wellbeing indicators. Primary 5-Primary 7 Ethos Survey responses report that **almost all** (above 90%) of our learners feel safe at school. Almost all pupils report feel that staff treat them with fairness and respect, and almost all learners feel they have the opportunity to learn about their rights and that these are protected. Our ethos survey indicated that on-going work is still required to continue to review our Positive Relationships Policy and approaches to anti bullying and making learning enjoyable. We will continue to embed the work done this session on our Anti bullying Statement and implement an Active 8 approach to learning and teaching in this sessions school 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. The **majority** of 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 focussed on the use of Seesaw and My World of Work profiling tools this session to record and recognise learning and achievements, and this will continue to be a part of on-going improvements. In Session 25-26, we maintained levels of pupils' attendance for all learners and our Quintile 1 learners. We recognise a 2% drop in the attendance of our children who are in receipt of free school meals. Attendance will continue to be a priority for 2026-27 with a plan to put learners and families' voices at the centre of our approaches to supporting attendance.
- **Other relevant data to our school context** – We have a very diverse school community with 25% 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 almost all parents feel their child is safe at school, is treated fairly, with most parents feel their child is gaining in confidence and is progressing in their learning. making progress in their learning and **most** are satisfied with the school.

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

Work will continue to ensure approaches to increasing attendance and inclusive practices to support our learners to be present and participating at school and we will build on our reviewed Positive Relationships Policy with a focus on our Care Experienced Young People and the use of Technologies. Continued 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. National changes to the curriculum will be the focus for professional learning for teaching staff as well as building capacity in curriculum making. Improvements in our core learning and teaching offer for our learners remains another central priority.



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Armadale Primary 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
Improvement in all children and young people's wellbeing: By June 2027, all stakeholders will have a good understanding of our Positive Relationships Policy with a particular focus on child friendly complaints, the use of technologies, supporting our Care Experienced Young People and supporting behaviours that challenge. By June 2027, all targeted families will have a good awareness of our approaches to supporting attendance and these approaches improve attendance for these families. <i>(Placing the human rights and needs of every child and young person at the centre of education)</i>	☐ School and ELC Improvement. ☒ School and ELC Leadership ☒ Teacher and Practitioner Professionalism ☒ Parental Engagement ☒ Curriculum and Assessment ☒ Performance Information	Implement: Review and refresh of our Positive Relationships Policy with all stakeholders including developing statements for: • Child Friendly Complaints Procedures (pupils and parents) • Use of Technologies • Supporting our Care Experienced Young People • Supporting staff with behaviours that challenge Understand and implement: Develop learner and parent approaches to improving pupil attendance and late coming at school including: • Pupil and Parent attendance ambassadors • Use of the RIC attendance toolkit		Quality Assurance evidence captures that pupils have an increased understanding of the child friendly complaints procedures. Children involved in any complaints feel listened to and part of a solution orientated approach. Safe user agreement for the use of technology in school demonstrates how pupil voice has impacted on this. Staff pre and post questionnaire demonstrate that staff feel more supported when managing behaviour that challenges. Attendance level tracking evidence improvements over time for targeted learners captured in a star diagram. Pre and post pupil and family attendance FORM responses will capture impact of attendance supports. Cause and Effect Fishbone Diagram evidence learner and family engagement in strategy development. By May 2027, attendance for all learners will be above May 2025 levels (baseline 91.31%). By May 2027, attendance levels for Q1 learners will be above May 2025 levels (91.19%). May 2027 P5-P7 pupil ethos survey reports that most children say that they feel listened to (baseline majority 72%)



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Raising attainment for all, particularly in literacy and numeracy(universal): By June 2027, all learners' experience learning that increases their autonomy and creative thinking approaches through Building Thinking Classrooms in Numeracy and non-number challenges. By June 2027, identified staff have an increased understanding in the use of quality improvement tools to improve learners' engagement and achievement in writing. By June 2027, all staff have an increased understanding of high-quality learning and teaching approaches which impacts on learners' experiences. By March 2027, pupils in P4-P7 have increased personalisation, choice and autonomy in their learning which increases engagement and enjoyment. By October 2027, Pupils experience a phonics and spelling programme that ensures pace, and progression from P1-P7. <i>(Placing the human rights and needs of every child and young person at the centre of education)</i>	☑School and ELC Improvement ☑School and ELC Leadership ☑Teacher and Practitioner Professionalism ☑Parental Engagement ☑Curriculum and Assessment ☑Performance Information	Understand and Implement: Develop shared understanding of Building Thinking Classrooms (BTC) to improve learner engagement in numeracy and mathematics through: Professional Reading and Engagement in Professional reading on the following themes: - What homework looks Like - How we foster student autonomy - How we use hints and extensions All teaching staff to engage in BTC small test of change on the above and pupils will be supported to evaluate this work through the Young Leaders of Learning Programme. Understand: Identified staff to take part in the National Improving Writing Programme to: - Improve children's attainment in writing. - Spread a successful Improvement Science writing programme. - Equip class teachers with Quality Improvement knowledge so they can understand and apply tools and techniques that have been rigorously tested and work Implement: Update of Learning and Teaching Policy to ensure: - Identification of non-negotiable learning and teaching pedagogy to increase learner engagement (Every Lesson, Every Learner) - Develop Play progression strategy P1-P3 - P4-P7 to implement an Active8 approach (Pareto chart linked to enjoyment of learning) - Leaders of Learning Programme Short life working party to review phonics programme using the West Lothian Guidance Note		Individual class teachers Plan, Do, Study, Review (PDSA) captures the impact of their small test of change related to Building Thinking Classrooms. Cluster Quality improvement Day data evidence that the majority of indicators in the BTC rubric have been observed as green (baseline – most – amber, May 2026) Targeted staff quality improvement tools evidence improvements in practice in writing in their identified classes. Quality Assurance evidence improvements in learning and teaching approaches from 2025/26 capture. Learners pre and post FORM questionnaires evidence that learners have more autonomy and are enjoying their learning more. Most learners in the P5-P7 ethos survey report that they enjoy their learning at school (baseline – majority) Use of Pareto chart to identify priority improvement ideas and then use of evidence impact Quality assurance data evidence that learners experience progressive and quality play-based learning approaches. Audit of phonics and spelling programme and subsequent actions evidence alignment with the WL guidance.
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Tackling the attainment gap between the most and least advantaged children (targeted): Achieve equity for Quintile 1 and 2 learners through a programme of targeted and intensive interventions. (Placing the human rights and needs of every child and young person at the centre of education)	☑School and ELC Improvement ☑School and ELC Leadership ☑Teacher and Practitioner Professionalism ☑Parental Engagement ☑Curriculum and Assessment ☑Performance Information	<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> <i>Please scan the QR code to view our PEF Summary and find out more about our use of Pupil Equity Funding.'</i> 		Documented in PEF Plan
Improvement in employability skills and sustained, positive school leaver destinations for all young people: By June 2027, all staff will have engaged in technical frameworks published by the Curriculum Improvement Cycle and show increased confidence in their understanding of curriculum making By December 2026, all learners will be able to identify key learning, identify next steps and evidence progress through their profile. (Placing the human rights and needs of every child and young person at the centre of education) (Placing the human rights and needs of every child and young person at the centre of education)	☑School and ELC Improvement ☑School and ELC Leadership ☑Teacher and Practitioner Professionalism ☑Parental Engagement ☑Curriculum and Assessment ☑Performance Information	Understand: Phase 1 Planning for sustainable professional learning to build confidence in curriculum making (teachers) Planning for sustainable professional learning to confidently lead the process of curriculum making (leaders) Phase 2 Planning for sustainable professional learning on curriculum making at school level (teachers) Planning for sustainable professional learning on how to lead curriculum making at school level (leaders) Implement and consolidate: Guidance on minimum profiling expectations will be developed to ensure consistency and parity of entries for pupils and parents/carers.		All teachers and leaders report an increased confidence level in curriculum making (pre and post form capture and session reflections) All teachers and leaders through Central and Cluster development sessions will have an increased knowledge and understanding of the new curriculum frameworks (pre and post form capture and session reflections). Quality Improvement activities will evidence: - 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 Service Design process of discover, define, develop and deliver will be captured in a separate SWAY to evidence actions, impact and review cycle.



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