ARMADALE ACADEMY

School Improvement Plan 2025-26

'Learning Together, Achieving Together '
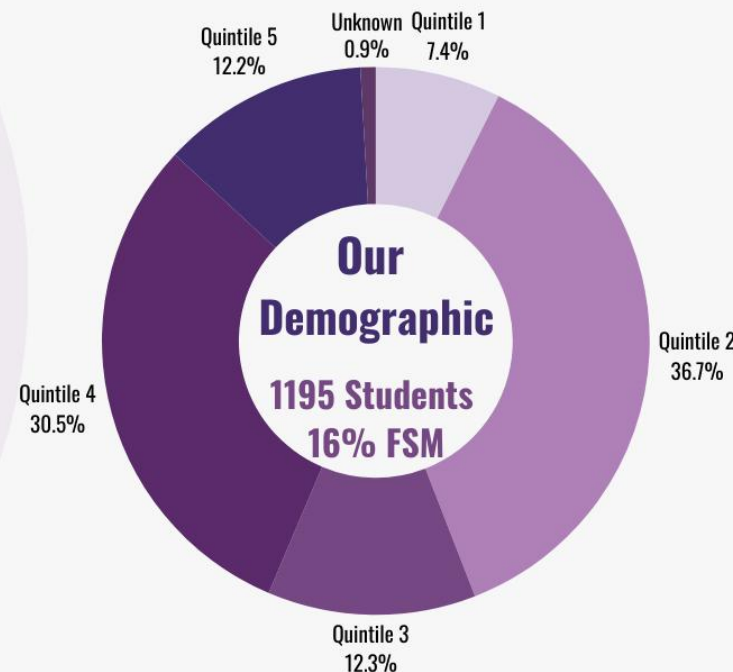
ARMADALE ACADEMY

KEY INFORMATION 2025-26

Our School

Armadale Academy is situated in Armadale, a former mining town in West Lothian. Opened in 1969 the original building was on land previously occupied by the pithead of a coal mine, before the school moved to the current location in 2009. The catchment is diverse and in addition to the cluster primaries of Armadale, Blackridge, Eastertoun, Southdale and Windyknowe; the school also accepts a substantial number of placing requests. Armadale Academy is currently working to achieve UNICEF Rights Respecting School Gold status and in 2024 we were awarded a Gold LGBT Youth Scotland Award.

Our Demographic

1195 Students
16% FSM

- Unknown 0.9%
- Quintile 1 7.4%
- Quintile 2 36.7%
- Quintile 3 12.3%
- Quintile 4 30.5%
- Quintile 5 12.2%

Our School Values
Respect
Equity
Ambition
Community
Health

Our School Vision and Values
underpins the life and all work of our school. This includes all documents, policies and improvement priorities being framed under three strategies:

R E A C H *for* SUPPORT

R E A C H *for* SUCCESS

R E A C H *for* THE FUTURE

Our School Vision 'Learning Together, Achieving Together'

Raising Educational Attainment Strategy 2023-2028

Outcome 1 – Learning & Curriculum Ensuring every child and young person experiences varied, vibrant and challenging learning experiences which are built on the provision of high quality and inclusive learning, teaching and assessment. Fundamental to this is the design and implementation of a curriculum that creates the conditions, culture and ethos for all four capacities (successful learners, confident individuals, responsible citizens and effective contributors) to thrive and be equally valued.

Outcome 2 – Wellbeing, Inclusion & Attendance Improving wellbeing, inclusion and attendance for all children and young people, promoting confidence, independent thinking and resilience. Fundamental to this is working with families and partners to support the highest possible levels of engagement and equity for all. Improving health and wellbeing for all children and young people will lead to raised educational attainment and achievement, ensuring that learning promotes confidence, resilience, engagement, independent thinking and positive mindsets which in turn increases personal, social, cultural and economic opportunities.

[West Lothian Raising Educational Attainment Strategy 2023-2028](#)

National Improvement Framework Priorities 2024

1. Placing the human rights and needs of every child and young person at the centre of education
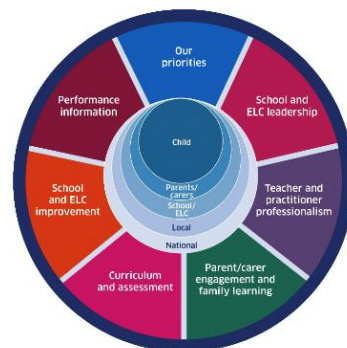
2. Improvement in children and young people's health and wellbeing

3. Closing the attainment gap between the most and least disadvantaged children and young people
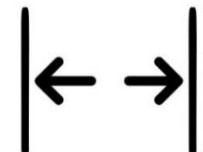
4. Improvement in skills and sustained, positive school-leaver destinations for all young people

5. Improvement in achievement, particularly in literacy and numeracy

THE SCOTTISH ATTAINMENT CHALLENGE
SCOTLAND: THE BEST PLACE IN THE WORLD TO LEARN

West Lothian Council

To enable ALL young people to become

Successful Learners · Confident Individuals · Responsible Citizens · Effective Contributors

SUMMARY OF PRIORITIES

2025-26

TOGETHER WE WILL IMPROVE

1. Our approaches to ensure consistent, high quality and inclusive learning experiences
2. Our promotion of school ethos, vision and values
3. Our curriculum to reflect our current context
4. Our universal and targeted approaches to improve outcomes for all our young people

TOGETHER WE WILL UNDERSTAND

1. What can be applied across the whole school from the Maths Department's engagement with 'Towards Thinking Classrooms'?
2. 1.How are we preparing for significant changes in education, including local/national policy and organisations?
3. Are there differences between the data of our male and female students?
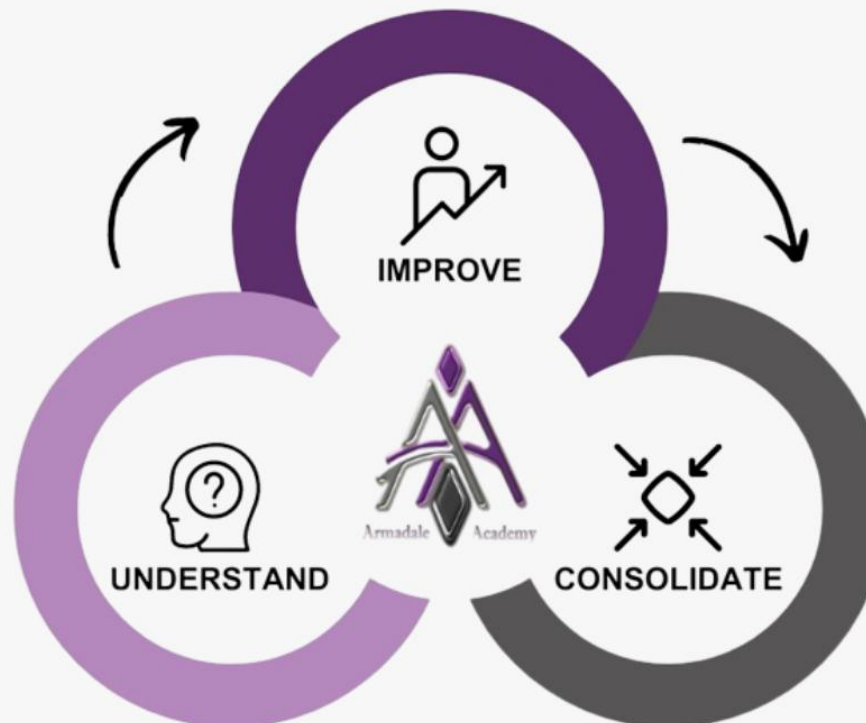
TOGETHER WE WILL CONSOLIDATE

1. Our implementation of a coherent Health and Wellbeing strategy - the 'REACH for Support' strategy
2. Our work on improving the S6 experience
3. Our work on increasing attendance

IMPROVE

UNDERSTAND

CONSOLIDATE

Armadale Academy

Priorities for Improvement 📈

1. Consistent, high quality and inclusive learning experiences (links to West Lothian RAISE Plan)

Value	Desired Outcome	QIs	Frame-work	Action	Timeline	Who	Measurement / Evidence	Progress Update
RESPECT	By June 2026, there will be increased evidence of student voice leading to improvements in learning, teaching, and assessment.	2.3 1.2	Success	All faculties will recruit Subject Ambassadors at the Recruitment Fayre. Subject Ambassadors will undertake quality improvement activities	Recruited by Sept 2026 Throughout 2025-2026	JAK	All faculties have evidence of Subject Ambassadors being involved in QI activities such as leading focus groups, attending department meeting/information evenings etc.	
				Recruitment of 'Leaders of Learning' to focus on self-evaluation activities using How Good is OUR school. Leaders of Learning will also lead student focus groups and assemblies.	Recruited by Sept 2026 Throughout 2025-2026	JAK	Microsoft Form version of HGIOURS to capture student voice. 'You Said, We Did' wall to outline changes. Leaders of Learning to present findings at Assemblies.	
				Weekly year group focus groups to capture student views around LTA	Throughout 2025-2026	JAK	Microsoft Form for student focus groups to capture views.	
EQUITY	By June 2026, almost all lessons use the 'Armadale Way' to support consistent high quality learning experiences.	2.3 3.1	Success	Focus on the Armadale Way during: • INSET time • Learning Together, Achieving Together (LTAT) sessions • Department Meetings	Throughout 2025-2026	JAK	Class visits data shows the 'Armadale Way' used effectively in over 90% of lessons. Staff survey evidences over 90% of staff use the 'Armadale Way'.	
				A CLPL calendar will be planned to bring the 'Armadale Way' to life.	Created by Sept 2025	JAK KDR	Attendance at CLPL sessions will be tracked.	
				The LTA Hub will continue to provide practical strategies	Throughout 2025-2026	JAK OHA	Analytics from LTA Hub will evidence increased staff use.	
AMBITION	Almost all staff will have an increased understanding of the purpose of assessment. Almost all staff will be actively involved in moderating assessments to ensure they are valid, reliable and in-line with	2.3	Success	**Assessment** Cluster assessment strategy to be launched. Staff to review assessment approaches in line with strategy. Focus on Formative Assessment (FA) strategies in Teaching Sprints. All staff 'Lesson Studies' will focus on FA strategies, which may include: • LI/SC • Feedback • Questioning • digital approaches	Throughout 2025-2026	JAK PTCs	Staff survey around the purpose of assessment - pre and post LTAT session. Collated evidence of moderation activities across faculties. Student feedback on the use of FA. Lesson Study evaluations. Increased evidence of FA being used through class visits forms.	
				Planning Focus on Planning for Engagement and Challenge toolkit during:	Throughout 2025-2026	JAK	Staff survey will show at least 90% of staff use the toolkit.	

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	cluster assessment strategy. Almost all staff will engage in the Teaching Sprints model and focus on Formative Assessment techniques and strategies.			• INSET time • LTAT sessions • Department Meetings Teaching Sprints will focus on use of FA data to adaptively plan and pivot. Reminder to use GIRFEC overview. Develop new systems for planning post-tracking in BGE and SP.			Evidence from class visits and Student Focus Groups will indicate increased use of adaptive planning. Improved attainment across CfE levels and SP. Creation of a suite of interventions for off track students in the BGE and SP.	
				Tracking and Monitoring PTCs to create internal trackers. Refinements made to Progress tracking: • Change in reporting semantics • Inclusion of 'attainment concerns' • Increased use of change of level function and tracking of target grades v working grades. Engage with WLC on the creation of a new Authority wide tracking system.	Sept 2025 Sept 2025 By June 2026	JAK	Internal trackers in faculties. Progress system updated. Minutes from WLC meetings. Evidence of consultation around proposed new tracking system: • Parent Parliament minutes • Student voice evidence • Staff surveys/focus groups.	
COMMUNITY	A majority of staff will have attended at least one in-school CLPL session. Almost all staff will state that the CLPL session helped improve their practice. A majority of staff will engage with the LTA Hub each term. All of ELT will undertake CLPL around the theme of leading learning.	1.2	Success	A comprehensive CLPL calendar to bring the 'Armadale Way' to life. This will include a variety of attendance models. Staff will complete a pre and post CLPL session survey to baseline understanding as well as evidence impact. Creation of a staff professional learning record embedded within the LTA Hub to allow staff to track on an ongoing basis and align it more closely with their PRD.	By Sept 2025 Throughout 2025-26	JAK KDR	CLPL calendar based upon: • SIP and FIPs • Staff Survey • Class Visit data • Armadale Way Over 50% of staff attend at least one CLPL. Post CLPL surveys indicate that sessions are improving practice. Staff will engage with, and complete, professional learning records.	
				Updates will be made to the LTA Hub from staff consultation to encourage increased engagement including: • Embedding PRDs and Staff professional learning records within the LTA Hub • Uploading more best practice videos to bring the 'Armadale Way' to life.	Throughout 2025-2026 By Aug 2025		Staff survey results will indicate any proposed improvements to LTA Hub. LTA is improved. LTA Hub analytics will indicate that at least 50% of staff are engaging with the LTA hub each term.	
				Development of a 'Leading Learning' programme for PTCs based on self-evaluation and priorities identified in FIPs and PRDs.	By Dec 2025	NBH JAK ELT	Pre and post survey of ELT will indicate increased confidence levels in leading learning.	

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2. Promotion of our school ethos, vision and values

Value	Desired Outcome	QIs	Frame-work	Action	Timeline	Who	Measurement / Evidence	Progress Update
RESPECT	By June 2026, almost all young people will feel their voice and rights are respected within our school community.	3.1	Support & Success	Working towards our Gold Rights Respecting Schools (RRS) Award. Establish a RRS group including staff, parents/carers and students. Embed RRS into PSE curriculum.	Throughout 2025-2026	JNI JAK	Evidence collated for RRS accreditation visit in September 2026. Student focus groups. Student survey data.	
				Aligning our Positive Relationships Strategy to new West Lothian Policy.	Aug – Oct 2025	PNM/ NBH	Finalised AA policy and alignment with WLC policy	
				Review anti-bullying Policy in line with 'Respect Me' guidance. Create student friendly version and guidance for recording – impact evaluated in CIA.	Throughout 2025-26	KBR	Updated policy. Clear understanding of anti- bullying procedures.	
EQUITY	By June 2026 we have created an Equity Strategy statement that encapsulates everything that Armadale Academy does to reduce costs associated with the school day.	1.5 3.1	Support	Establish a cluster Cost of the School Day (COSD) Student Voice Network.	Throughout 2025-26	JMG	Student participation in network to discuss the COSD within our context	
				Establish a breakfast club (in partnership with MKS) and increase the Dale Drop-In Shop to support students with the school uniform and resources. Relaunch AA dress code based on our school values of 'Respect, Equity and Community' and classroom expectations of Ready, Respectful and Safe'.	Aug-Sept 2025 Aug 2025	KML JMG	Students accessing the breakfast club – registers taken. Dale Drop-In Shop available to all students and records of clothing taken to measure numbers accessing it. Student, staff and parent/carer feedback on uniform	
				Write a strategy document which outlines Armadale Academy's position on Equity.	June 2026	JMG	The strategy document exists and is shared with all stakeholders	
AMBITION	Over this session, our whole school community will increasingly demonstrate our vision of 'Learning Together, Achieving Together'.	1.1 1.2 1.5	Success	Improve self-evaluation at all levels – including exam results analysis Refine Curriculum Area Review (CAR) process to a Collaborative Self-evaluation for Improvement (CSI)	Aug – Oct 2025	SLT ELT Staff JAK	Records of exam results analysis – individual and faculty. New format and associated document.	
				Increase staff use of PowerBi/ Insight/CfE Machine to support improvement	Throughout 2025-26	SLT ELT Staff	Evidence of staff engagement with tools in faculty minutes and during exam results analysis meetings.	
				Establishment of voluntary 'Leadership Academy' that will cover: • What's your why • Leadership styles • Leading change through quality improvement processes	Throughout 2025-26	JAK	Leadership Academy established. Cohort 1 will see approximately 6-8 participants.	

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					• Professional Reading (Leadership Matters or Imperfect Leadership) • Understanding policy • Effective use of data			A leadership pipeline will be established for posts within and outwith school.	
COMMUNITY	By June 2026, our revised school vision and values will be increasingly understood and demonstrated within our school and local community.	1.5 2.7	All	Refreshed signage reflective of revised vision and values throughout school.	Aug – Oct 2025	NBH SIG	Clear branding promoting revised vision and values	
				Develop and establish 'Vision and Values Walks' to observe and evaluate V&V in action	Throughout 2025-26	NBH SIG	Format to conduct walks, Data collected during learning walks is utilised to inform next steps	
				All students set a goal linked to each school value in their MyWOW profile	Throughout 2025-26	LMA	Examples of pupil profiles and goals linked to values	
				An Eco-schools group will be established to promote respect for the environment – in school and locally.	Throughout 2025-26	CHI	Evidence of student/ staff involvement in environmental issues such as reducing litter	
				Englage with the Armadale 'Learning Locally' programme to create further links, promote the school and identify opportunities such as 'Street Trees' for the Eco Group/all students	Throughout 2025-26	CHI NBH	Armadale Academy is positively represented in the local newsletter Evidence of meaningful engagement with the local community	
HEALTH	During the session, there will be an increase in sustained participation with extra-curricular activities and additional methods to celebrate successes and achievements will be established.	1.5 3.2	Success	Gather student and staff views on how to improve and celebrate participation with extra-curricular	Aug - Sept 2025	PNM NBH	SIG – minutes and plans	
				WA QR Code Posters displayed and used to track & monitor student participation in extra-curricular activities throughout the school.	Throughout 2025-26	PNM NBH	Information gathered (through QR Code Posters) shows increase in extra curricular participation compared to 2024/25 evidence.	
				Develop visual ways to celebrate achievement eg the use of Colours (or similar), Dux/Captains board, 5 Highers list, S6 Photo etc.	Aug – Oct 2025	PNM NBH	Colours ceremony/assemblies Permanent and annually updated signage to celebrate success	

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3. Curriculum to reflect our current context

Value	Desired Outcome	QIs	Frame-work	Action	Timeline	Who	Measurement / Evidence	Progress Update
EQUITY	During the session, developments within the Inclusion and Employability Hub will ensure all students who access it leave with the highest possible level of qualifications and are supported into a positive and sustained destination	2.2 2.6 3.1 3.2	All	Continue to develop and deliver a more challenging curriculum within the Inclusion and Employability HUB, to increase student success Targeted Travel & Tourism class and targeted input for theory PE, History, RMPS and EEC	Throughout 2025-26	LFR NFA EMR	Increase in attainment with more pupils achieving L5 and N5 qualifications	
				Continue to support students to attend as many mainstream classes as possible	Throughout 2025-26	LFR NFA	In class attendance	
				Support students to reach their choice of post school destination through employability, CVs, applications, alternative pathways	Throughout 2025-26	JMG CGO	Increase in stay on rates More students entering sustained positive destinations such as apprenticeships, college courses etc	
AMBITION	Refresh our Curriculum Rationale to ensure that our curriculum continues to meet the needs of all students and provides challenging and cohesive pathways	2.2 2.6	All	Articulation of BGE with primary and Senior Phase courses ensuring pace and challenge through work with the primaries and work with individual faculties	Throughout 2025-26	EMR PTCs	Classroom observations Student and staff focus groups Increase in attainment in the Senior Phase	
				Consultation with all stakeholders about the current curriculum rationale and how it could be improved	Aug - Dec 2025	EMR	New Curriculum Rationale policy Refreshed course choice process and timetable for next session	
COMMUNITY	Ensure that students and their families have learning opportunities beyond the standard curriculum	2.5	All	Evaluate our current Family Learning opportunities through consultation with parents/carers to create more meaningful learning experiences for families	Aug - Dec 2025	EMR	Increase in attendance at family learning events	
				Increase the percentage of students accessing work experience through both the universal and targeted approach	Throughout 2025-26	JMA CGO	Majority of students in S3 accessing work experience in May Increase in targeted work experience opportunities for SP pupils	
HEALTH	All students have access to wider elements of the curriculum including: staying safe in the community, digital safety, health and wellbeing, future planning, managing stress, mental health and sustainability.	2.2 3.1	Support & Future	Evaluation of the S1 and S2 MSMW courses Creation of a SLWG to help update and develop materials already available Creation of new material with an emphasis on the S2 course	Throughout 2025-26	EMR	Student and staff focus groups Specific outcomes for students that can be assessed against CfE benchmarks	

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4. Universal and targeted approaches to improving outcomes for all young people (links to West Lothian RAISE Plan)

Value	Desired Outcome	QIs	Frame-work	Action	Timeline	Who	Measurement / Evidence	Progress Update
RESPECT	Almost all staff will feel more confident in dealing with challenging student behaviour by completing Maybo training.	3.1	Support	All teaching and non teaching staff to complete Maybo Training. Staff will complete a pre and post Maybo training survey	Sept 2025	JMG	Surveys will show increased confidence levels in dealing with challenging behaviour. Reduction in Sphera incidents linked to challenging behaviour.	
EQUITY	Improved consistency and systems ensure the attainment of all students is tracked effectively, to improve outcomes for all young people	3.2	Success	Revise processes for undertaking attainment meetings for both BGE and SP. This will include a Q1/CECYP/FSM/gender lens.	Aug 2025	DHTS	Minutes from attainment meetings New systems and processes established. Improved attainment across BGE and SP	
				Standardised pro-forma/processes to be created across Year Heads.	Aug 2025			
				Standardised pro-forma to be used by Student Support colleagues and Year Heads for discussions around attainment.	Throughout 2025-26			
AMBITION	By their exit point, young people will have maximised their attainment in literacy and numeracy. Our improvements to S4 attainment will be maintained, and S5 SQA attainment key measures will increase to be closer to that of our virtual comparator Positive Destinations will continue to stay above our VC	2.3 2.6 2.7 3.2	Success	Closely track pupil progress, identifying barriers to achieving Level 5, and create timely interventions. Cross-curricular approach to reading through the weekly long-reads in the Read Ahead programme. Work with cluster primaries to build reading and writing skills at an early stage.	Throughout 2025-26	FWI	Target for L5 Literacy - 87% of S4 pupils will achieve Level 5 Literacy	
			Success	Closely track pupil progress, identifying barriers to achieving Level 5 and Level 6 Numeracy, and creating timely interventions, where appropriate. Work with cluster to improve consistency and effectiveness of WLC Towards Thinking Classrooms (TTC) in Mathematics principles Continue to provide interventions to ensure more students achieve Level 4 by the end of S3 with a particular focus on Q1 students.	May 2026 Throughout 2025-26 April 2026	KDR	L5 and L6 Numeracy Target will be set when Insight data is released Classroom observations and student voice identifies almost all Primary and Secondary staff are using TTC principles Target for achievement of CfE Level 3 – 95% Target for achievement of CfE Level 4 – 72%	
			Success	Recruit three PT Wellbeing (temp) to closely track attainment within each house Regular 'REACH' for Success attainment meetings will identify off-track students timeously.	Aug 2025 Throughout 2025-26	SLT	Target for S4 L5 – SQA - To maintain being in line with or above our VC Target for S5 L6 – SQA - To continue to move closer towards our VC	

				Targeted and universal interventions including mentoring, masterclasses, Easter school and study support will continue to be promoted.				
			Success & Future	Enhanced universal supports eg PSE provision will support more students into their chosen path. Close tracking and partnership approach of the revised Hub group will continue to target those at risk of a negative destination.	Throughout 2025-26	CGO	Positive Destination figures continue to be above our VC	
COMMUNITY	By June 2026, opportunities will be created for young people to gain qualifications within the wider community	2.7 3.2	Success	Working in partnership with our inclusion hub, skills centre staff and new PT 1 postholders, qualifications will be delivered to students who struggle to access the school building on a regular basis or not at all in the community	Throughout 2025-26	JMG LFR PT1s	Almost all S4 students achieve 5 @ L4 SCQF qualifications	
HEALTH	During 2025-26 there will be increased participation with extra-curricular opportunities and improved accreditation for wider achievement	3.1 32	Support & Success	As well participation, our tracker highlights individuals who are not participating. Barriers are identified to provide appropriate support.	Throughout 2025-26	PNM NBH	Tracker and analysis of 'gaps' and appropriate interventions to reduce non-participation	
				Additional opportunities to provide accreditation for wider achievement are explored eg Saltire	Throughout 2025-26	PNM Staff	Awards/qualifications students have achieved	

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Priorities for Consolidation

1. Implementing a coherent Health and Wellbeing strategy – the 'REACH for Support' strategy

Value	Desired Outcome	QIs	Frame-work	Action	Timeline	Who	Measurement / Evidence	Progress Update
AMBITION	Throughout 2025-26 we we will ensure the REACH for Support strategy links to other key policies and documents, providing consistent information to support staff to foster an environment conducive to high quality Learning & Teaching	3.1 2.3	Support & Success	Ensure consistency in key messages between LTA policy and Inclusive Pedagogy links within the 'REACH for Support' strategy	Throughout 2025-26	SHE JAK	Consistent information evident between LTA policy, LTA Hub, and Inclusive Pedagogy guidance within the strategy.	
				To add key information from the Positive Relationships Policy to the Sway.	Throughout 2025-26	SHE PNM	Completed staff information document on the Sway.	
COMMUNITY	By October 2025, all staff will have a clear understanding of the REACH for Support strategy and their role within it. During session 25-26, almost all young people will have a shared understanding of what is meant by Wellbeing through the launch of the 'Be Healthy' strand.	3.1	Support	Launch the 'REACH for Support' framework to all staff during the August INSETs.	Aug 2025	SHE	All staff are aware of the REACH for Support strategy – staff survey? Self-evaluation responses.	
				Update the staff information documents following staff feedback and share with all staff.	Throughout 2025-26	SHE	Completed documents uploaded to the Sway.	
				Launch the 'Be Healthy' strand to all pupils.	Sep - Dec 2025	SHE	Wellbeing Ambassadors and HWB Focus Groups are able to articulate the content of the 'Be Healthy' strand.	
HEALTH	Through the implementation of the strategy, we will strive to evidence improvement in the Wellbeing of young people in Armadale Academy.	3.1	Support	Identify next steps within Aim 2 of the strategy to prioritise work that will directly improve the Wellbeing of the young people.	Aug - Oct 2025	SHE JMG	Action plan created and implemented for session 25-26.	
				Launch Wellbeing Indicators tracker.	Aug - Oct 2025	CTH	Wellbeing Indicator data through completion of the Forms.	

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2. Improving the S6 Experience (links to West Lothian RAISE Plan)

Value	Desired Outcome	QIs	Frame-work	Action	Timeline	Who	Measurement / Evidence	Progress Update
RESPECT	During session 2025-26 S6 Leadership opportunities will be further expanded	1.2	Success & Future	Community council – 2 of PLT to attend Armadale and Blackridge	By Oct 2025	NBH	Minutes	
				'Values Leaders' appointed	June 2025	JNI	Leadership roles and names	
				All faculties will recruit Subject Ambassadors through the Recruitment Fayre in September. Subject Ambassadors will undertake QI activities	Sept 2025	JAK	All faculties have evidence of Subject Ambassadors being involved in and leading QI and self-evaluation activities	
EQUITY	A majority students consider S6 a viable and worthwhile option, and there are relevant opportunities and support for all	3.1	Support & Future	Through the introduction of S6 PSE all students are supported to a positive destination and provided with information regarding financial support post school	Throughout 2025-26	CGO/ JMG	Positive destination figures Almost all S6 can write a CV and complete applications	
				Almost all S6 students are provided with a pre loved blazer. Increased sharing and awareness of the financial supports available to students.	June – Aug 2025	JMG/ KMA	Almost all S6 students have a school blazer	
AMBITION	Increasing numbers of students choose to stay on and complete S6	3.2	Success & Future	I:1s with students considering leaving	Throughout 2025-26	NBH/ SLT	Leavers data Student feedback	
				Monitor S6 stay on rates, and discuss reasons for mid-session leavers	Throughout 2025-26	NBH	Leavers data Student feedback	
COMMUNITY	During session 2025-26, almost all S6 students will actively engage with volunteering in their local community to develop key skills and gain relevant qualifications	3.2	Success & Future	1:1 meetings to match students with suitable opportunity	Aug 2025	NBH	Suitable placements Student Tmetables	
				Based on 2024-25 feedback give training for in-class support option	Sep 2025	HDE/ PSWs		
				Develop ways for students to gain accreditation – eg Saltire and L6 Volunteering Award	Throughout 2025-26	JMG/ NBH	Qualifications/Award Data	
HEALTH	During 2025-26, the introduction of S6 PSE will prepare all students for their future plans – 'No wrong pathway'	3.2	All	Weekly period of S6 PSE covering: • UCAS/College Applications • Employment/Apprenticeship Applications • Planning for Choice and Changes • Healthy Relationships • Money Matters • Substance Misuse	Throughout 2025-26	JMG/ EMR	Timetable Evaluation of S6 PSE	

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3. Improving Attendance (links to West Lothian RAISE Plan)

Value	Desired Outcome	QIs	Frame-work	Action	Timeline	Who	Measurement / Evidence	Progress Update
EQUITY	All learners with attendance below 80% who receive FSM or are in Quintile 1 or are Care Experienced will have an intervention to help them improve their attendance	2.1 2.4	Support	Appropriate interventions and support for identified FSM/Q1/CECYP students.	Throughout 2025 2026	JMG Student Support	Power BI Data Seemis Data	
				Implement the Education Scotland Improvement Methodology with a specific cohort of young people	Throughout 2025 2026	JMG KBR	Power BI Data Seemis Data	
				Continue to develop the interventions tracker and use date to identify the appropriate support at an appropriate time for students	Throughout 2025-26	JMG Student Support	Interventions Tracker Attendance Data	
AMBITION	Whole school attendance stays above 85% for the duration of session 2025 – 2026	2.1 3.1 3.2	Support	Continue to raise awareness of the importance of good attendance through Know Your Numbers, Attendance Newsletter, Assemblies and Learner Conversations	Throughout 2025 2026	JMG DHTs Student Support	Whole school attendance above 86% in 2025 - 2026 Power BI data / Seemis Data Parent Ethos Surveys	
				Tracking attendance on a 6 week cycle for each year group with associated interventions	Throughout 2025 – 26	DHTs Student Support Staff	Whole school attendance above 86% in 2025 - 2026 Power BI data / Seemis Data	
				Create a whole school attendance strategy which outlines the roles and responsibilities of all stakeholders in raising attendance	January 2026	JMG	Strategy exists All stakeholders can outline their responsibility 3.1 CIA	
COMMUNITY	Working in partnership with our cluster primaries we share attendance data with our families and get support from partners for students with the lowest attendance	2.1 2.7	Support	Co-ordinated approach to Know Your Numbers to ensure that families in the Armadale Learning Community get the same message at the same time	Throughout 2026 - 26	JMG Cluster Primaries	Evidence of Know Your Numbers communication being sent to families Parent ethos surveys	
				Work in partnership with ILS and PT1s to support our students who struggle to attend school get SQA Qualifications	June 2026	Student Support	SQA Results ILS Data Attendance Data	
HEALTH	All Student Support staff are familiar with the GIRFEC refreshed paperwork and can write detailed planning documents for our students	2.1 3.1	Support	All Student Support Staff undertake GIRFEC Training from WLC and ensure all students with attendance below 50% have the appropriate supports in place	October 2025	Student Support	GIRFEC Paperwork QA Calendar 3.1 CIA	
				Quality Assurance of GIRFEC takes place on a regular basis to ensure students are getting the right support at the right time and plans are appropriately detailed and supportive	Throughout 2025 – 26	Student Support	GIRFEC Paperwork QA Calendar	

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Priorities for Understanding

1. **What can be applied across the whole school from the Maths Department's engagement with 'Towards Thinking Classrooms'?** (links to West Lothian RAISE Plan)

Value	Desired Outcome	QIs	Frame-work	Action	Timeline	Who	Measurement / Evidence	Progress Update
RESPECT	How can increasing the amount of collaboration in our classrooms lead to better relationships throughout the school?	2.2	Success & Support	Maths department to offer CLPL session on TTC principles	Throughout 2025-26	KDR Maths	Attendance records of CLPL Principles being used in classroom observations of some staff	
EQUITY	How can the Towards Thinking Classrooms (TTC) pedagogy support differentiation in our classrooms?	2.2		Offer drop-in sessions to observe TTC strategies in action	Throughout 2025-26	KDR Maths	Attendance records of CLPL Principles being used in classroom observations of some staff	
AMBITION	How can Towards Thinking Classrooms in WLC bring about improved academic achievement?	2.2		Maths department to film some short episodes of TTC strategies	Jan 2026	KDR Maths	Access to materials Principles being used in classroom observations of some staff	
COMMUNITY	What can pupils benefit from socially by collaborating in randomly allocated small groups in their lessons?	2.2		Presentation at June 'Learning Together, Achieving Together' sharing event	June 2026	KDR Maths	Pupil Wellbeing Surveys Student Support checkins Classroom Observations	

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2. How are we preparing for significant changes in education, including local/national policy and organisations?

Value	Desired Outcome	QIs	Frame-work	Action	Timeline	Who	Measurement / Evidence	Progress Update
RESPECT	How are we harnessing the potential of AI, whilst ensuring it is used safely?	1.2 2.3 3.1	Success & Support	Establish a group of staff and students to contribute shaping the school's understanding of approach to AI	Aug -Sep 2025	OHA/ SIG	Evidence of meetings and discussions Evidence of visits to other schools to share practice	
			Success	Leader of SIG to attend Edinburgh University 'AI in Education' course	Throughout 2025-26	OHA	Increased knowledge and completion of course	
			Success	Evaluate current understanding of staff and use of AI tools in the classroom	Oct 2025	OHA/ SIG	Collated data	
			Success & Support	Create draft guidelines for ethical and safe use of AI in line with any guidance from WLC and/or SG	June 2026	OHA/ SIG	Draft Policy	
			Success	Support professional development for teachers – led by the AI SIG	Throughout 2025-26	OHA/ SIG	Professional Learning Calendar	
EQUITY	How might the proposed reduction to 21 hours contact time impact on our timetable and staffing, especially in smaller subject areas?	2.2	Success & Future	Engage with WL HT group looking at potential reduction to 21 hours	Throughout 2025-26	NBH	Minutes	
				Consider impact on TT and Subject allocation – requirement for some consortia arrangements	Throughout 2025-26	NBH/ SLT	Discussions at ELT and SLT	
AMBITION	How might we have to adapt current processes in line with changes to the policy landscape to maximise student outcomes?		All	Keep abreast of policy/procedural changes during the transition from SQA to Qualifications Scotland	Throughout 2025-26	SLT	Discussions at ELT and SLT	
				Engage with documentation and discussions as HMI becomes independent	Throughout 2025-26	NBH/ SLT	Discussions at ELT and SLT	
				Increase understanding with National Curriculum Improvement Cycle and implications for change	Throughout 2025-26	SLT/ ELT	Discussions at ELT and SLT	
HEALTH	How are we preparing for future national changes to PSHE curriculum?	3.1	Support	Ongoing review of current PSE programme etc	Throughout 2025-26	LMA	PSE programme	
				Keep abreast of any changes to documentation as they are published	Throughout 2025-26	LMA Student Support	Discussions in student support	

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3. Are there differences between the data of our male and female students? (links to West Lothian RAISE Plan)

Value	Desired Outcome	Qls	Frame-work	Action	Timeline	Who	Measurement / Evidence	Progress Update
RESPECT	What is our understanding of any identifiable differences in merit and referral data between male and female students?	3.1	Success	Apply a gender lens to the analysis of merit and referral data	Throughout 2025-26	NBH PNM	Data Analysis	
				Share any identifiable gaps with wider staff for consideration		NBH PNM	Increased staff awareness	
				Focus groups to discuss potential reasons – with male and female groups		NBH PNM	Student voice	
EQUITY	What is our understanding of the differences in attendance data between male and female students?	3.1	Support	Apply a gender lens to the analysis of attendance data	Throughout 2025-26	JMG	Data Analysis	
				Share any identifiable gaps with wider staff for consideration		JMG	Increased staff awareness	
				Focus groups to discuss potential reasons – with male and female groups		JMG	Student voice	
AMBITION	What is our understanding of the gaps in attainment data for male and female students?	3.1 3.2	Success	Apply a gender lens to the analysis of attainment data	Aug 2025 & Throughout 2025-26	NBH All	Data Analysis	
				Share any identifiable gaps with wider staff for consideration		NBH	Increased staff awareness	
				Focus groups to discuss potential reasons – with male and female groups		NBH	Student voice	
COMMUNITY	What is our understanding of any identifiable differences in male and female student participation with wider achievement and leadership?	3.1 3.2	Success	Apply a gender lens to the analysis of participation data	Throughout 2025-26	JNI PNM	Data Analysis	
				Share any identifiable gaps with wider staff for consideration		JNI PNM	Increased staff awareness	
				Focus groups to discuss potential reasons – with male and female groups		JNI PNM	Student voice	
HEALTH	What is our understanding of any identifiable differences in participation with interventions for male and female students?	2.7 3.1	Support & Success	Apply a gender lens to the analysis of interventions data	Throughout 2025-26	JMG	Data Analysis	
				Share any identifiable gaps with wider staff for consideration		JMG	Increased staff awareness	
				Focus groups to discuss potential reasons – with male and female groups		JMG	Student voice	

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