

ARMADALE ACADEMY

School Improvement Plan 2026-27



'Learning Together, Achieving Together'

ARMADALE ACADEMY

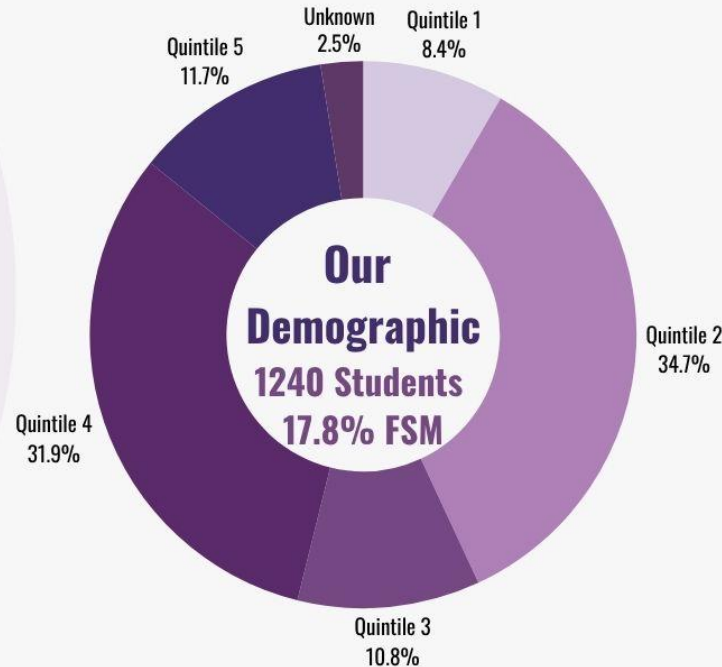


← Main Entrance
← Parking
← Visitor Parking
← Drop-off
← Deliveries

Our School

Armada 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. Armada Academy is currently working to achieve UNICEF Rights Respecting School Gold status and in 2024 we were awarded a Gold LGBT Youth Scotland Award.

KEY INFORMATION 2026-27



Our School Values

Respect
Equity
Ambition
Community
Health



Our School Vision

'Learning Together, Achieving Together'

43-54
HOW THE CONVENTION WORKS
CONVENTION ON THE RIGHTS OF THE CHILD

ARMADALE ACADEMY REACH FRAMEWORK

Our shared vision and values underpin the life and work of our school. This includes three frameworks to support all of our improvement work, policies and documents; and to provide clear aims:

R E A C H *for* **SUPPORT**

R E A C H *for* **SUCCESS**

R E A C H *for* **THE FUTURE**

'Learning Together, Achieving Together'

Raising Educational Attainment Strategy 2023-2028

Outcome 1 – Learning and 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 and 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 increase personal, social, cultural and economic opportunities.



[National Improvement Framework](#)

[NIF sketchnote 2025](#)

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



SUMMARY OF PRIORITIES



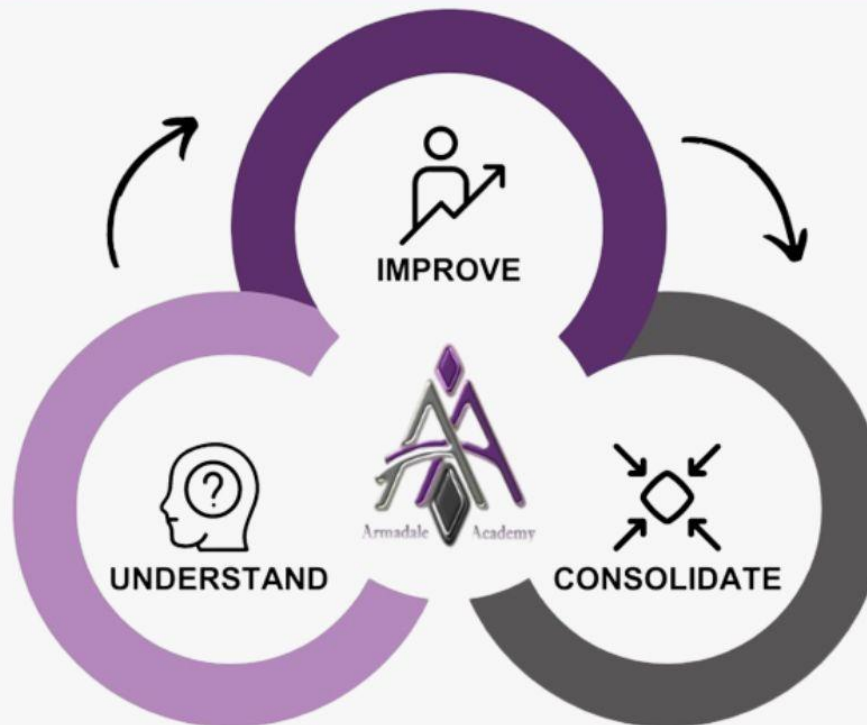
2026-27

WE WILL IMPROVE HOW WE MEET LEARNER NEEDS THROUGH:

1. our shared focus to promote and support positive relationships
2. our collective capacity and approaches to ensure aspirational and inclusive learning experiences for all young people
3. our curriculum provides appropriate opportunities for all young people to develop skills, knowledge and ambitious goals
4. our REACH frameworks and agreed aims underpin and support consistent approaches to our improvement work

TOGETHER WE WILL UNDERSTAND:

1. what do inclusive curriculum making and pedagogy involve?
2. what are the implications of changes to HGIOS?
3. what is required to implement the reduction of teaching time to 21 hours by August 2029?
4. any potential impact with the replacement of SEEMiS?



TOGETHER WE WILL CONSOLIDATE:

1. our implementation of a coherent Health and Wellbeing strategy and the 'REACH for Support' framework
2. our work to develop and embed our school ethos, vision and values
3. our work to improve attendance

Priorities for Improvement

Together, we will improve how we meet learner needs through:

Priority Area 1. Our shared focus to promote and support positive relationships (REACH for Support)

Desired Outcome	Aims (STAN*)	QIs	Action(s) (inc. hyperlinks to plans)	Timeline	Who	What do we need to know? How will we measure it?	Progress Update
To foster a culture which supports and promotes positive and respectful relationships across the whole school community	By June 2027, everyone in the school community will clearly understand the difference between bullying and conflict, supported by consistent language, reporting procedures, and follow-up actions across the school.		- Establish Anti Bullying Refresh Group including students, staff, parents and partners - Gather stakeholder feedback to shape policy - Strengthen and standardise reporting pathways and follow up processes. - Provide whole staff training to ensure consistent definitions and responses. - Look outwards to West Calder HS and Queensferry HS. - Plan phased approach actions from consultation to full school implementation Anti - Bullying 1.3 Planning	Throughout 2026-27	KBR	- Increase in student, staff, and parent survey data (baseline vs post implementation) - Monitor the number and accuracy of bullying reports vs conflict reports - Increased quality and consistency of follow up recorded in school systems - Staff confidence and competence measured through evaluations - Feedback from stakeholders such as Headstrong on reporting and collaboration - Data in student and parent/carer ethos surveys, and staff end of term surveys will show increased confidence and satisfaction with dealing with bullying and/or conflict	
	During session 2026-27, restorative approaches will become increasingly embedded across our whole school community		- Engage with Education Scotland 4 R's materials and plan input for October INSET - Update Positive relationships Policy - Offer Professional Learning around restorative practice and positive relationships	Throughout 2026-27	JMG PNM	- Almost all staff (teaching and non-teaching) Complete Restorative Practice Training - Annual Staff Survey Feedback – questions about restorative practice, communication and the positive relationships policy - CIA Feedback	
	During session 2026-27 we will successfully achieve our Gold Rights Respecting Schools award		- Input on progress to all staff at August INSET - Ongoing preparations with RRSa student group - Accreditation visit in September 2026	Throughout 2026-27	JNI	- Evidence for Outcomes 1 to 3 into evidence pack - Student and Staff survey results	

* Specific, Timebound, Aligned and Numeric



Priority Area 2. Our collective capacity and approaches to ensure aspirational and inclusive learning experiences for all young people (REACH for Success)

Desired Outcome	Aims (STAN*)	QIs	Action(s)	Timeline	Who	What do we need to know? How will we measure it?	Progress Update
To ensure all young people are supported and challenged to both understand and achieve their potential	By August 2027, SQA in S4 and S5 attainment will continue to increase as part of a three year improvement trend. Strengths within SCQF performance will be maintained		- Monthly focus on attainment at SLT meetings – including consideration of gaps in Quintiles/gender/FSM/ASN etc - Faculties to focus on how to stretch the top 20% - Increase focus on L7 in S6. Early interventions to improve attainment at this exit point		SLT	Targets for August 2027: - S4 5@ L5 (SQA) – 50% or above - S5 1@L6 (SQA) – 60% or above - S5 3@6 (SQA) – 40% or above - S5 5@ L6 (SQA) – 18% or above - S6 1@L7 (SQA) – 20% or above - S6 1@L7 (SCQF) – 26% or above - SCQF (all other levels) – above VC - Maximise A passes at N5-AH	
	By June 2027 we will ensure that almost all classroom experiences are meeting the needs of all young people through support and challenge.		2.3 DHT and PTCs to undertake WL Professional Learning focused on leading meeting learners needs. - Armada Way and LTA Policy and Practice to be reviewed to ensure it is working for staff. - LTA Hub resources to be expanded to include video evidence of meeting learner needs (MLN) - Review of Assessment Policy to refine current processes, including alternative assessment arrangements and assessment calendar to support planning	By June 2027	JAK JAK ELT	- Improvements in meeting learners needs will be demonstrated through: ‘almost all’ class visits evidence that learner’s needs are met ‘almost all’ student support learning walks evidence that learner’s needs are met - Pre and post survey of ELT indicate increased confidence in leading MLN - Staff confidence levels in meeting learners needs will have increased - Armada Way, LTA Policy and Practice, and LTA Hub reviewed to offer more practical support to staff - Agreed Assessment Policy and Calendar	
	By June 2027, young people will have increased confidence when articulating their achievements, progress and next steps		- Continue to embed time in the PSE programme for pupils to complete profiling - Roll out profiling across the school, and ensure all teachers are confident in their role for contributing to profiling - ELT to develop a more consistent approach to Learner conversations/feedback across the school	PSE programme – August Roll out – routine by May 2027	LML KDR with ELT	- Pupils to share their profiles with key adult during study leave 2027 for sampling/quality control - Learner conversations/feedback strategy is developed and consistently embedded across the school.	

Priority Area 3. Our curriculum provides appropriate opportunities for all young people to develop skills, knowledge and ambitious goals (REACH for the Future)

Desired Outcome	Aims (STAN*)	QIs	Action(s)	Timeline	Who	What do we need to know? How will we measure it?	Progress Update
To develop the necessary skills and knowledge to enable young people achieve their current and future aspirations through the totality of our curriculum	Throughout session 2026-27 we will implement a newly developed Interdisciplinary Learning (IDL) Course which is unique and relevant to the context of our young people		• Launch of S1 IDL curriculum in August 2026 • Work with stakeholders throughout session to review and adapt as required	August 2026	JAK	• Student surveys will be issued after each six week theme to measure student engagement, enjoyment, and challenge • Staff surveys will be issued after each six week theme • Learning walks will be undertaken by S1 IDL team • Staff and student focus groups • Comparisons with S1 and S2 MSMW survey results	
	By June 2027, a new S2 IDL course will be launched which allows for progression, personalisation and choice		Develop S2 IDL curriculum during study leave 2027	June 2027	JAK	Staff volunteers to develop S2 IDL curriculum learning lessons from S1 IDL curriculum.	
	Throughout session 2026-27 we will increase our understanding of and ways to support young people to develop skills for life, learning and work		• Refresh of Armadale Academy Skills Framework to be aligned with SDS Metakills Trial roll out in S1 IDL classes initially • CLPL on Career Education Standard (CES) and Labour Market Intelligence (LMI)	Throughout 2026-27	CGO JMA	• Skills being developed are referred to during IDL Learning Visits • Staff surveys – show increased understanding of LMI and our responsibility to prepare young people for life, learning and work	
	By June 2027 we will have a new Armadale Academy REACH for the Future: Learning Pathways Website linked to LMI and reflecting the delivery of departments across the year		• Subjects arrange at least one external speaker per year to educate inspire young people on pathways in their curricular area, and challenge stereotypes • Departments to deliver an input regarding different career pathways and progression as part of 'REACH for the Future' week in January • Refresh of AA Learning Pathways Website • EMR to work with DHT group looking at 'Future Ready'	Throughout 2026-27	EMR PTCs RWO	• Learners more engaged in the course choice process and able to: ◦ Reflect on their own strengths ◦ Articulate potential career Pathways – irrespective of gender/other stereotypes • Evidence in teaching material – increased consistency in the run up to course choice • Increased traffic on the AA Learning Pathways website	

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Priority Area 4. Our REACH frameworks and agreed aims underpin and support consistent approaches to our improvement work (REACH for Support, Success and the Future)

Desired Outcome	Aims (STAN*)	QIs	Action(s)	Timeline	Who	What do we need to know? How will we measure it?	Progress Update
To have clear systems and processes to support the improvement of outcomes for young people	By December 2026, an aspirational aim will be agreed for each REACH framework.	1.1 1.3 2.2 2.3 3.1 3.2	Engage with relevant stakeholders to co-create a collective commitment statement for REACH for Support, Success and the Future	Aug-Dec 2026	SLT With whole school	- Co-creation of an ambitious aim linked to each strand of the REACH framework - Knowledge of our newly defined aims – include in annual surveys	
	By June 2027 there will be an agreed structure which supports those leading change /improvement priorities.		1.3 toolkit is developed and piloted with the Anti-bullying policy refresh. This will be based on robust self-evaluation and will utilise QI methodology and Simon Breakspear tools. - SLT – Agreed consistency for strategic and operational tasks 1.3 VSE – October 2026	Throughout 2026-27	NBH KBR	- Confidence levels at leading change - Increased consistency in approach, and all appropriate stakeholders being involved – including our young people being central to the process and impact of improvement priorities.	
	By June 2027 there will be clear processes and shared expectations for all stakeholders regarding communication.		- Stakeholder engagement will be utilised to develop a strategy with agreed roles and responsibilities. - A review of processes to 'close the circle' following an incident. - HT Drop-ins for Parents once a month in addition to existing communication channels	Throughout 2026-27	SLT ELT All staff	Comparisons between annual surveys in 2026 and 2027 will show increased satisfaction with communication (Parent Ethos Survey, Annual Staff Surveys, Student Voice)	
	Throughout session 2026-27 we will revise our self-evaluation policy, processes and procedures		- Create a succinct self-evaluation (SEV) policy - Produce self-evaluation templates and support materials or key QIs for PTCs to complete on an annual basis - Replace Curricular Area Reviews (CARs) with a revised model of Collaboration for Self-Improvement (CSI) - Agree formal calendar of strategic and SEV activities in ELT and SLT meetings	Throughout 2026-27	NBH JAK PTCs	- Creation of an accessible document which links to SEV tools and QI calendar - Faculties are able to track their progress in key QIs following valid and robust SEV - CSI reports provide an overview of strengths and areas to develop - ELT and SLT minutes show a move from operational to strategic discussion, increasing individual and collective confidence and reliability when planning for improvement	

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Priorities for Consolidation

Priority Area 1. Our implementation of a coherent Health and Wellbeing strategy and the 'REACH for Support' framework

Desired Outcome	Aims (STAN*)	QIs	Action(s)	Timeline	Who	What do we need to know? How will we measure it?	Progress Update
By June 2027, our Be Healthy strand of the Reach for Support Framework will be embedded and almost all staff, pupils and parents and carers are aware of the document.	By June 2027 to embed the 'Be Healthy' strand of the Reach for Support framework.	3.1	To build in tasks related to the Indicator of the Month to be completed during registration.	Throughout 2026-27	SHE	• Dialogue and feedback from registration teachers, pupils, and Wellbeing Ambassadors group. • Whole Staff Survey • Pupil Focus Groups	
	By June 2027 to further develop awareness of the Reach for Support framework amongst students, staff and parents/carers.		For pupils – To create a Health and Wellbeing Ambassadors group to meet termly. For staff – To resolve issue with the Staff information documents and highlight where to find relevant information. For parents/carers - To create and share a version of the Sway for relevant stakeholders.	Throughout 2026-27	SHE	• Minutes of Wellbeing Ambassador meetings. Feedback to be sought on the continued development and updating of the strategy. • Feedback from Staff and monitoring number of people accessing the documents.- Whole Staff Survey • Feedback from Parent Parliament before this version of the Sway goes live. • CIA Feedback	

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Priority Area 2. Our work to develop and embed our school ethos, vision and values

Desired Outcome	Aims (STAN*)	QIs	Action(s)	Timeline	Who	What do we need to know? How will we measure it?	Progress Update
By June 2027, our revised school vision, values and aims linked to REACH for Support, Success and the Future will be embedded within the daily life of our school community	By August 2026, phase 1 visuals will be installed By August 2027, phase 2 will be installed	1.1 1.3 3.2	The V&V SIG to agree designs to be installed by Outtoreach during July 2026, and plan further visuals by May 2027	By August 2026 & August 2027	NBH V&V SIG	• Clear branding promoting revised vision and values • Improved knowledge of vision and values in annual surveys	
	By June 2027, 'Vision and Values Walks' will be embedded as part of QI activities		The V&V SIG to develop format to conduct V&V walks. Data collected during these walks will inform next steps for group	Throughout 2026-27	NBH V&V SIG	• Evidence of our vision and values in action – hope to see increase over time. Data collected during walks will inform next steps for group	
	Throughout 2026-27, our school community will continue to develop meaningful ways to refer to our vision and values		• Pupil Profiles – MyWOW profile to link to values • In lessons – teachers to develop ways to refer to vision and values in lessons • Celebrating Success – awards and rewards linked to values	Throughout 2026-27	LML All Staff MLM PNM	Profiles Awards ceremony lists	



Priority Area 3. Our work to improve attendance

Desired Outcome	Aims (STAN*)	QIs	Action(s)	Timeline	Who	What do we need to know? How will we measure it?	Progress Update
By June 2027 our attendance figures should match the West Lothian Council Attendance Stretch AIMS with Overall attendance: 87%, Quintile: 1: 83%, FSM : 77%	By October 2026, all Student Support staff will be carrying out analysis of attendance data and embedding interventions for those students whose attendance is a concern on a universal level	2.1 2.4 3.1	Update the QI Calendar to look at specific groups of students rather than whole year groups – e.g. Q1, FSM, CECYP and ensure that ac	Throughout 2026-27	JMG HOH PT1s SCA/HDE LFR	- Attendance Data – Seemis & Power BI - QI calendar - CIA Feedback - Parent Ethos Surveys	
	By October 2026, we will have started to identify key groups who will need targeted interventions and continue to analysis the data to see if the correct groups are receiving an intervention and amend if necessary throughout the session		- Identify groups of students for an attendance intervention using data from last session - Identify the anticipated impact of the intervention and amend the students attending the intervention accordingly Some Staff to attend the Attendance Collaborative CLPL Programme to support these interventions	Throughout 2026-27	JMG HOH PT1s SCA/HDE LFR	- Attendance Data – Seemis and Power BI - Interventions Tracker and Data - Attendance at CLPL - CIA Feedback	
	By September 2026, we will have reviewed the enhanced interventions for those young people with below 50% attendance and continue to do this throughout the session		- Consider approaches to reduced hours timetables - Carry out Quality Improvement activities related to the planning and provision for below 50% attendance Consider purchasing Scottish Online Lessons for a few students	Throughout 2026-27	JMG HOH PT1s SCA/HDE LFR	- Interventions Tracker and Data - QI Calendar - CIA Feedback Numbers of students on PT Timetables	

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Priorities for Understanding

Priority Area 1. what do inclusive curriculum making and pedagogy involve?

Desired Outcome	Aims (STAN*)	QIs	Action(s)	Timeline	Who	What do we need to know? How will we measure it?	Progress Update
To develop a shared understanding of what inclusive curriculum and pedagogy involve	By January 2027, almost all staff will demonstrate a shared understanding of curriculum making. By June 2027, almost all staff will apply this understanding to the four contexts of learning in CfE	2.2 2.3	Participation by staff in authority led opportunities and activities organised by school strategic lead	Throughout 2026-27 as per calendar	All staff CIC secondary authority postholders CIC school strategic leads	The CIC central strategic group will define measures	The CIC central strategic group will measure progress

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Priority Area 2. what are the implications of changes to HGIOS?

Desired Outcome	Aims (STAN*)	QIs	Action(s)	Timeline	Who	What do we need to know? How will we measure it?	Progress Update
To develop an understanding of changes to self-evaluation documentation	We are ready to implement HGIOS 5 once it is published We review and adapt processes as required	1.1 all QIs	• Awaiting documentation to be published. Discussions with ELT arranged following this. • NBH to continue to engage with opportunities in HMI focus groups etc	Throughout 2026-27	NBH ELT	Engagement with documentation as available	

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Priority Area 3. what is required to implement the reduction of teaching time to 21 hours by August 2029?

Desired Outcome	Aims (STAN*)	QIs	Action(s)	Timeline	Who	What do we need to know? How will we measure it?	Progress Update
To have greater understanding of potential impacts of the reduction to 21 hours contact time	By August 2029 we are ready to implement 90 minutes reduced contact time for teachers.	1.4 2.2	• NBH to engage with WL HT group looking at potential reduction to 21 hours • Discuss the potential impact on staffing and timetable with SLT/ELT as required • West Academies Hub Pilot – review success of this	Throughout 2026-27	NBH SLT ELT	We are ready for changes in August 2029	

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Priority Area 4. any potential impact with the replacement of SEEMiS?

Desired Outcome	Aims (STAN*)	QIs	Action(s)	Timeline	Who	What do we need to know? How will we measure it?	Progress Update
To keep up to date with migration to a new system	- By the time of migration we are prepared and no information is lost - Reflections on current system(s) feed into any consultation to maximise functionality of new system	3.2	- EMR continues to engage with West Lothian TMR group and liaises with appropriate staff within our school - Reflect on our current process and engage with any opportunities to discuss functionality with new system	Throughout 2026-27	EMR SLT ELT	We are ready to implement new system to replace SEEMiS	

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Priority Area 4. How are we exploring the potential opportunities and potential risks of AI within education?

Desired Outcome	Aims (STAN*)	QIs	Action(s)	Timeline	Who	What do we need to know? How will we measure it?	Progress Update
To harnessing the potential of AI, whilst ensuring it is used safely	Throughout 2026-27 our knowledge and confidence of how to use AI safely as a learning tool will increase	1.2 2.3 3.2	- Establish a group of staff, students, partners and parents to contribute shaping the school's understanding of approach to AI - Evaluate current understanding of and use of AI tools in the classroom - Create draft guidelines for ethical and safe use of AI in line with any guidance from WLC and/or SG - Explore professional development for teachers – potentially led by the AI SIG	Throughout 2026-27	OHA	- Evidence of meetings and discussions - Evaluation - Draft Policy - Professional Learning Calendar	

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