SOUTHDALE PRIMARY SCHOOL
SCHOOL IMPROVEMENT PLAN

2025 / 2026

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 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
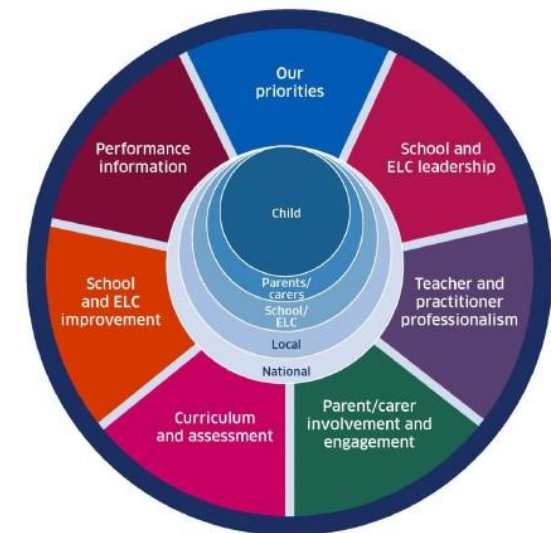
Courage   **Relationships**   **Relevance**   **Values**

Our Vision, Values and Aims

Our Curriculum Rationale at Southdale

Opportunities for Personal Achievement

- EQUITY – CREATIVITY – CELEBRATING SUCCESS – LEARNER VOICE
- Whole school Celebration Assemblies
- House Points System and Rewards
- Active Schools Tournaments
- After School & Lunch Clubs
- Pupil Leadership Roles
- School Improvement Groups
- School Improvement Focus Awards
- Sports Awards & Sports Day
- Annual Awards Ceremony
- Praisepads used by all staff
- Celebrating Success Wall Displays
- SLT Visits
- Fantastic Friday and Southdale Shoutouts
- End of term Reports

Ethos and Life of the School

- COMMUNITY – PARTNERSHIPS – VALUES – COLLABORATION
- Themed Focus Week
- Pupil Leadership Opportunities
- House Days and House Rewards
- Meet The Teacher and Parents Consultations
- Termly Family Learning Events
- Termly and Monthly Newsletters
- Performances/Shows
- Links with the local community and local businesses and charities
- Fantastic Fridays
- Class Rewards and Mystery Envelope
- Parent Check In
- SLT Drop Ins
- Enhanced Transition opportunities

Our Southdale Vision

SOUTHDALE PRIMARY SCHOOL

Pathing the path to new horizons

Strong roots in our community

Knowledge and skills for the future

On a journey to success

Our Southdale Values

Respect

Responsibility

Creativity

Kindness

Trust

Our Southdale Aims

Confident Individuals

Effective Contributors

Responsible Citizens

Successful Learners

Interdisciplinary Learning

- SKILLS FOR LIFE LEARNING AND WORK – OUTDOOR LEARNING – SUSTAINABLE DEVELOPMENT GOALS
- Sustainable Development Goals Termly Focus
- UNCRC Termly Focus
- Pupil Interest & Learner Voice using Say, Make, Write, Do
- Outdoor Learning Focus
- Play Based Approaches to Learning at Early Level
- Careers Week Focus – Skills for life learning and work
- Southdale Skills and Strategies
- Themed Focus Week (Scottish Week, Wellbeing Week, Outdoor Learning)

Curriculum Areas and Subjects

- LITERACY – NUMERACY – HEALTH & WELLBEING – HIGH QUALITY LEARNING AND TEACHING
- Learning and Teaching Southdale Star Standards
- Sustainable Development Goals Focus – IDL
- Consistent approaches and resources in Literacy, Numeracy and Health & Wellbeing
- School Improvement Leads in Literacy, Numeracy, Health & Wellbeing, Digital

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

Background - The context for the learners in your school

Southdale Primary School is a mainstream, non-denominational primary school, which opened in August 2016. The current school role for session 2025-26 is 290 children, organised across 11 classes. There are 55 children in ELC. In addition to class teachers, the management structure currently consists of a Head Teacher, a Depute Head Teacher and a Principal Teacher. There are 8 Pupil Support Workers (PSWs) deployed at various stages across the school to support whole school working. ELC staffing includes an Early Years Officer, 5 Early Years Practitioners and 3 PSWs. The vision for Southdale Primary School and ELC is to strive to 'Pave the Path to New Horizons', be on a joint 'Journey to Success', develop 'Strong Roots in Our Community' and develop 'Knowledge and Understanding for the future'. Through self-evaluation, the school has identified a number of key strengths, which include a welcoming and nurturing ethos which is underpinned by positive relationships and the core values of Creativity, Kindness, Trust, Respect and Responsibility, a strong commitment to children's rights, particularly supporting pupil voice and the development of an innovative curriculum that is designed around the Sustainable Development Goals. The school has achieved the Digital Schools Award and in addition to this, gained a Silver Sports Award and Silver Rights Respecting Schools recognition.

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

We have identified a need to ensure appropriate support and challenge in learning, particularly in reading and writing approaches. With a consistent focus on health and wellbeing, literacy, numeracy and through planned school improvement priorities, pupil learning and awareness of wellbeing will continue to be developed. We will continue to embed various evidence-based approaches into our pedagogy and practice. These include play based learning, visible learning, pupil target setting and creating a balanced reader and writer.

Stage	Roll	Reading	Writing	Listening & Talking	Literacy	Numeracy	Mathematics
P1	36	86%	72%	97%	67%	97%	97%
P2	38	97%	100%	100%	97%	100%	100%
P3	40	80%	75%	95%	75%	85%	85%
P4	41	88%	88%	88%	85%	90%	88%
P5	38	89%	89%	100%	89%	95%	97%
P6	48	90%	92%	94%	85%	92%	94%
P7	48	94%	88%	100%	88%	94%	94%
Combined Attainment	289	89%	87%	96%	84%	93%	93%

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Our gender analysis shows that we have a gap in attainment between boys and girls particularly in Literacy at P1, P3, P4 & P5 in session 2024/25 (P2, P4, P5 and P6 in session 2025/26 and at P4 and P5 in Numeracy (P5 & P6 in session 2025/26)

P1	Roll	Reading	Writing	Listening & Talking	Literacy		P3	Roll	Reading	Writing	Listening & Talking	Literacy
Female	17	82.35%	82.35%	94.12%	70.59%		Female	17	94.12%	88.24%	100.00%	88.24%
Male	19	89.47%	63.16%	100.00%	63.16%		Male	23	69.57%	65.22%	91.30%	65.22%
P4	Roll	Reading	Writing	Listening & Talking	Literacy		P5	Roll	Reading	Writing	Listening & Talking	Literacy
Female	17	94.12%	94.12%	94.12%	94.12%		Female	20	95.00%	95.00%	100.00%	95.00%
Male	24	83.33%	83.33%	83.33%	79.17%		Male	18	83.33%	83.33%	100.00%	83.33%

P4	Roll	Numeracy		P5	Roll	Numeracy	
Female	17	94.12%		Female	20	90.00%	
Male	24	87.50%		Male	18	100.00%	

Analysis of our Excellence & Equity Data shows us that lack of confidence and resilience; mental wellbeing, retention of information; focus & concentration are all contributing factors in the attainment of our Quintile 1 learners. We also have a number of learners affected by hidden poverty. Our focus for PEF planning for session 2025/26 will be on Reading, Writing and Numeracy in P4, P5 & P7

Attainment of P3 Q1 Learners 2024/25								Attainment of P4 Q1 Learners 2024/25						
	Roll	Reading	Writing	L&T	Literacy	Numeracy			Roll	Reading	Writing	L&T	Literacy	Numeracy
Q1	2	50%	50%	100%	50%	50%		Q1	1	0%	0%	0%	0%	0%

Attainment of P6 Q1 Learners 2024/25						
	Roll	Reading	Writing	L&T	Literacy	Numeracy
Q1	3	67%	67%	67%	67%	67%

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As shown by the table below, all areas have stayed the same or risen in attainment over the last year.

	2020/21	2021/22	2022/23	2023/24	2024/25
Literacy	88%	86%	85%	84%	84%
Reading	95%	91%	89%	87%	89%
Writing	91%	88%	87%	87%	87%
L&T	94%	94%	94%	94%	96%
Numeracy	93%	92%	92%	92%	93%

b)   **What are our improvement priorities?**

Our focus for session 2025/26 will continue to develop our inclusive school community, support the wellbeing of our learners and staff and continue to improve the attainment and outcomes for our learners through designing and creating our Southdale curriculum unique to our school's context. We will continue to improve our standards of attainment in all areas of the curriculum. Our key curriculum areas of focus will be Literacy (Reading and Writing). One of our main priorities is to meet the needs of all of our learners by improving our environments for learning. 10% of our children are identified with an ASN so we will work as a staff team to ensure our classrooms are ASD/sensory and Dyslexia friendly and as a result we expect to see calm, structured and predictable learning environments and a consistent approach to identifying, addressing and supporting varied needs. Our school community is very diverse, reflecting a broad range of different cultures and languages

We have also identified the following needs through baseline data, teacher judgement, a range of assessment information and referral information:-
- A need for health and wellbeing interventions tailored to the needs of the individuals. Universal interventions such as Zones of regulation, Building Resilience and nurture approaches. Counselling for targeted individuals where there is an identified need.

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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: Our learners will have a well-rounded knowledge of the benefits of positive mental health and wellbeing	☐School Improvement. ☒School Leadership ☒Teacher and Practitioner Professionalism ☒Parental Engagement ☒Curriculum and Assessment ☒Performance Information	• Implement H&W/B action plan led by H&W/B champion • Embed Vision, Values & Aims through assemblies / day to day life in school • Continue to focus on promoting an ethos where children feel safe and valued. • Continue to undertake termly pupil self –reporting using the Wellbeing Indicators • Introduce SHINE materials to support P7 learners		• Almost all of our learners can discuss our school values and describe them in relation to the ethos and life of the school • Our ethos survey and pupil self-reporting show that almost all learners report that they feel safe and valued at school. • All staff report being more confident to support learners who have been affected by trauma
Our learners will continue to build positive peer relationships and be supported to manage conflicts successfully		• Continue restorative approaches within the classroom and playground (peer mediation) • Update QR codes for 1 trusted adult approach – ensure all children have access • Review Positive Relationship Policy • Review anti-bully policy		• Pupils and staff report that learners are becoming increasingly more confident in resolving conflict independently • All children are able to make contact with their trusted adult independently. • Staff, parents and learners report that incidents and issues are dealt with in a fair and consistent way • Staff, parents and learners report that incidents of bullying are dealt with in a fair and consistent way
All learners will experience nurturing, inclusive learning environments within a culture of high expectations for all		• Continue to develop an inclusive, welcoming ethos and culture with a focus on resilience • Staff to ensure approaches to universal and targeted support are in place for identified pupils • SfL and SLT to create an ASN strategy bespoke to our school • Continue to provide opportunities for celebrating success across the school		• Observations, dialogue with staff and attainment trackers highlight that learners are making progress • Staff are more aware of the approaches our school takes to meet the needs of all learners • Our learners can identify ways in which their successes are shared and celebrated
Our learners will experience consistent and progressive approaches within PE (cluster priority)		• Create and implement PE action plan led by PE specialist		• Staff report an increased confidence in planning for high quality learning, teaching and assessment in PE

Courage   **Relationships**   **Relevance**   **Values**

Our learners will experience a school community where their rights are respected, taught and practiced		• PE lead to implement cluster PE planning progression framework • PE lead to ensure clear learning, teaching and assessment approaches in PE • Develop PE learning environment to evidence positive behaviour strategies, celebration of success, literacy rich environment and clear pupil learning targets. • Continue to ensure that children's rights are at the heart of the school and classroom practice • Continue to work towards gold RRS award		• Learner engagement in P.E. will increase, monitored through bespoke T&M sheet. • Almost all of our learners can discuss their rights and describe them in relation to the ethos and life of the school and a variety of contexts for learning across the curriculum
Raising attainment for all, particularly in literacy and numeracy(universal): All learners will have access to and receive consistently well planned learning, teaching and assessment (formative and summative), providing appropriate challenge, differentiation and pace. Further develop our Literacy curriculum Our staff will be supported in planning effectively and developing appropriate pedagogies to teach reading, writing and Listening & Talking Our learners will continue to develop skills in reading, writing,	☒School and ELC Improvement ☒School and ELC Leadership ☒Teacher and Practitioner Professionalism ☒Parental Engagement ☒Curriculum and Assessment ☒Performance Information	• All staff to plan for differentiation, pace, support & challenge in all Literacy and Numeracy lessons • Staff to use SNSA data to inform planning for universal and targeted support • Teaching staff to use WL progression pathways to support planning of high quality learning and teaching • SLT to create assessment and moderation calendar to ensure a consistent approach across the school • Continue to review our approaches to formative assessment ensuring progression across levels – share updated guidance with staff • Implement Literacy Action Plan led by Literacy Champion • Audit and review programmes such as Bug club, Phonics, spelling, grammar, Vipers and PM writing • Literacy Lead and SLT to develop our strategy for raising attainment in Literacy • Staff to use baseline data to identify and address any learning gaps in Literacy • Literacy lead to use information from audits to develop agreed Literacy toolkits for each stage • Literacy lead to investigate ways to promote the development of a reading culture across the whole school		• Almost all observed lessons in Literacy and Numeracy are appropriately differentiated with consideration given to pace, support and challenge • CTs weekly planning highlights differentiated learning opportunities and links to WL progression pathways • Staff will have access to a wide range of data to support planning and next steps in learning and teaching • Observed lessons highlight a variety of formative assessment strategies being used to support learning • Learners are able to discuss different types of formative assessment strategies and how they support next steps in learning • Staff will report an increased confidence in being able to identify the core resources for their stage • Quality assurance procedures such as observations, forward planning and jotter monitoring will demonstrate a more consistent

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listening and talking leading to raised attainment		• Literacy Lead to investigate balanced reader and writer approach • Staff and pupils to engage with WLC core and genre targets to support learning • Literacy Lead to investigate approaches and resources to support high quality listening and talking • Continue to develop Literacy rich classrooms and Literacy working walls • Development of Dyslexia friendly approaches and classrooms		approach to the delivery of literacy learning and teaching • All staff are confident to use baseline data to plan literacy interventions • Literacy toolkits are used within the planning process to ensure learning is appropriate and relevant at each stage • Staff are more aware of how to develop a reading culture in their classroom • Literacy Lead will have a better understanding of what makes a balanced reader and writer • Most learners in P5 – P7 are able to discuss their next steps in relation to core and genre targets in writing • Literacy Lead will be able to identify a variety of approaches and resources to support listening and talking • Classroom observations will demonstrate a more consistent approach to the development and use of Literacy working walls • Staff report an increased confidence in the pedagogy behind a literacy rich environment
Further develop our Numeracy curriculum Our learners' numeracy attainment will improve with a focus on strategies to develop thinking skills		• Implement Numeracy Action Plan led by Numeracy Champion • All staff to develop a Numeracy rich classroom and Numeracy working walls • Numeracy Lead and SLT to develop our strategy for raising attainment in Numeracy • All staff to implement Building Thinking Classrooms pedagogy – develop4 part lesson model to include BTC • Consistent approaches to Number Talks, CPA, use of progression pathways, problem solving		• Classroom observations will demonstrate a more consistent approach to the development and use of Numeracy working walls • Staff report an increased confidence in the pedagogy behind a numeracy rich environment • Quality assurance procedures such as observations, forward planning and jotter monitoring will demonstrate a more consistent approach to the delivery of numeracy learning and teaching • Through observations and learner conversations, almost all learners will be able to demonstrate an increased ability to use problem solving strategies

Tackling the attainment gap between the most and least advantaged children (targeted): Our learners will be supported in Numeracy, Literacy and HWB through targeted interventions to work on closing any gaps identified	☒School and ELC Improvement ☒School and ELC Leadership ☒Teacher and Practitioner Professionalism ☒Parental Engagement ☒Curriculum and Assessment ☒Performance Information	• SLT and SfL teacher to develop a strategic overview of universal and targeted interventions. A consistent adopt, adapt, abandon approach used to consider which interventions are most effective in closing gaps in children's learning • Further develop E&E meetings to ensure staff have protected time to discuss and plan for individual needs within their class • Staff to engage in high quality CLPL to support targeted interventions • Staff to plan targeted support interventions to meet the needs of identified learners • SfL teacher and PSWs to use STAR approach to plan and evaluate targeted interventions • Investigate the development of a bespoke curriculum and environment for identified learners through a small test of change • SfL to audit resources and approaches to targeted interventions to plan to meet the needs of individual learners (such as language link, 5 minute box, IDL, Word Shark) • Continue to develop relationships with a wide range of partners to meet the needs of all learners (such as Murrayfield Literacy Base, EP, SALT, ISS, Place2Be, School Nursing Team, CAMHs) • Develop shared understanding of Building Thinking Classrooms/Visible Learning to improve learner engagement		• Staff report having an increased understanding of the variety of universal and targeted interventions available to support their learners • Quality assurance of forward planning, E&E meeting minutes and jotter monitoring will evidence individual needs being met • Staff will report an increased confidence in planning to meet needs • Quality assurance of STAR approach documents and meetings with PSWs will highlight the impact of planned interventions • Evidence from Boxall and Circle framework for engagement will highlight our learners are more engaged within the bespoke curriculum and environment provided • PEF plan and COS data will show a range of appropriate interventions are planned for all identified learners • Our partnership survey reports positively on relationships they have with the school staff and community • Increased staff capacity in delivering high, quality learning, teaching and assessment through Lesson Study Model, leading to deep understanding of the entire moderation cycle. • QI activity from SLT with a focus on principles and practices of Thinking Classrooms at cluster level.
Improvement in employability skills and sustained, positive school leaver destinations for all young people:	• ☒School and ELC Improvement	• Continue to review our Curriculum Rationale • Further embed consistent use of Seesaw (P1-P3) and Teams (P4 – P7)	•	• Surveys highlight our school community has an understanding of our unique context and the drivers for our curriculum • Insights (on Teams) and CT monitoring (seesaw) show an increased use of these digital platforms

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Our learners will experience a broad and balanced curriculum that provides them with opportunities for choice and pupil leadership Our learners will experience a range of learning environments and approaches to enrich experiences (such as Outdoor Learning, Play based approaches, Digital technologies) Our school community will work together to achieve RRS Gold Award Our learners will be more involved in dialogue about their learning through profiling, being able to talk confidently about their progress and next steps	• ☒School and ELC Leadership • ☒Teacher and Practitioner Professionalism • ☒Parental Engagement • ☒Curriculum and Assessment • ☒Performance Information	• Staff to further investigate ways in which learners lead their own learning • Create progression framework and planning format for SDGs • Staff to further develop their strategic thinking around school improvement through their distributed leadership roles to ensure impact • All teaching staff to ensure planned opportunities for pupil voice through learner conversations to ensure an understanding of their own strengths and next steps • Staff to ensure classroom and corridor displays reflect learner's voice • Early level staff to further develop PAL zone to ensure opportunities to transfer knowledge and skills across all curricular areas • Outdoor learning lead to develop an outdoor learning policy to ensure all classes have access to regular outdoor learning opportunities • All P3 – P7 learners to participate in a School Improvement group to develop leadership skills within the four capacities • Use HGIOURS to introduce Talk Time Thursday • Continue Peer Mediation programme to support learners in feeling respected and responsible in the playground and to solve conflict independently • SLT to introduce learners to the language of Meta-skills to ensure a consistent understanding of the importance of developing these to support them in life, learning and work. • Early level staff to continue to develop play pedagogy to promote child initiated experiences, develop inquiry and problem solving skills and lead their own learning • Digital skills progression embedded to ensure consistent approaches to enhance and enrich learning and teaching • Digital pedagogy officer to upskill and support staff through a range of CLPL opportunities • Staff to investigate good practice in profiling		• Staff are more confident in discussing and planning for ways in which learners can lead their own learning • Staff will have access to a bank of resources to support planning for all SDGs • Distributed leadership action plans will demonstrate the impact on school improvement • Quality assurance procedures such as HGIOURs focus groups, jotter monitoring will identify learner next steps • Quality assurance through classroom observations will evidence learner voice • Quality assurance through PAL zone observations and learner conversations will highlight a range of knowledge and skills being demonstrated by our learners • Quality assurance through observations, weekly planning and learner conversations demonstrate all classes have regular opportunities for outdoor learning • School Improvement action plans highlight opportunities to develop leadership skills within the four capacities • Pupils and staff report that learners are becoming increasingly more confident in resolving conflict independently • Learners can use the language of meta-skills in the correct context and are able to explain how these support them in daily life • Forward planning demonstrates opportunities for learners to develop creativity, curiosity and confidence in a rich learning environment • Forward planning highlights all staff are using the digital skills progression to plan relevant and engaging experiences for all learners

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					• Staff report an increased confidence in using a range of digital tools and applications to enhance and enrich learners experiences