

SOUTHDALE PRIMARY SCHOOL SCHOOL IMPROVEMENT PLAN

2026 / 2027



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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



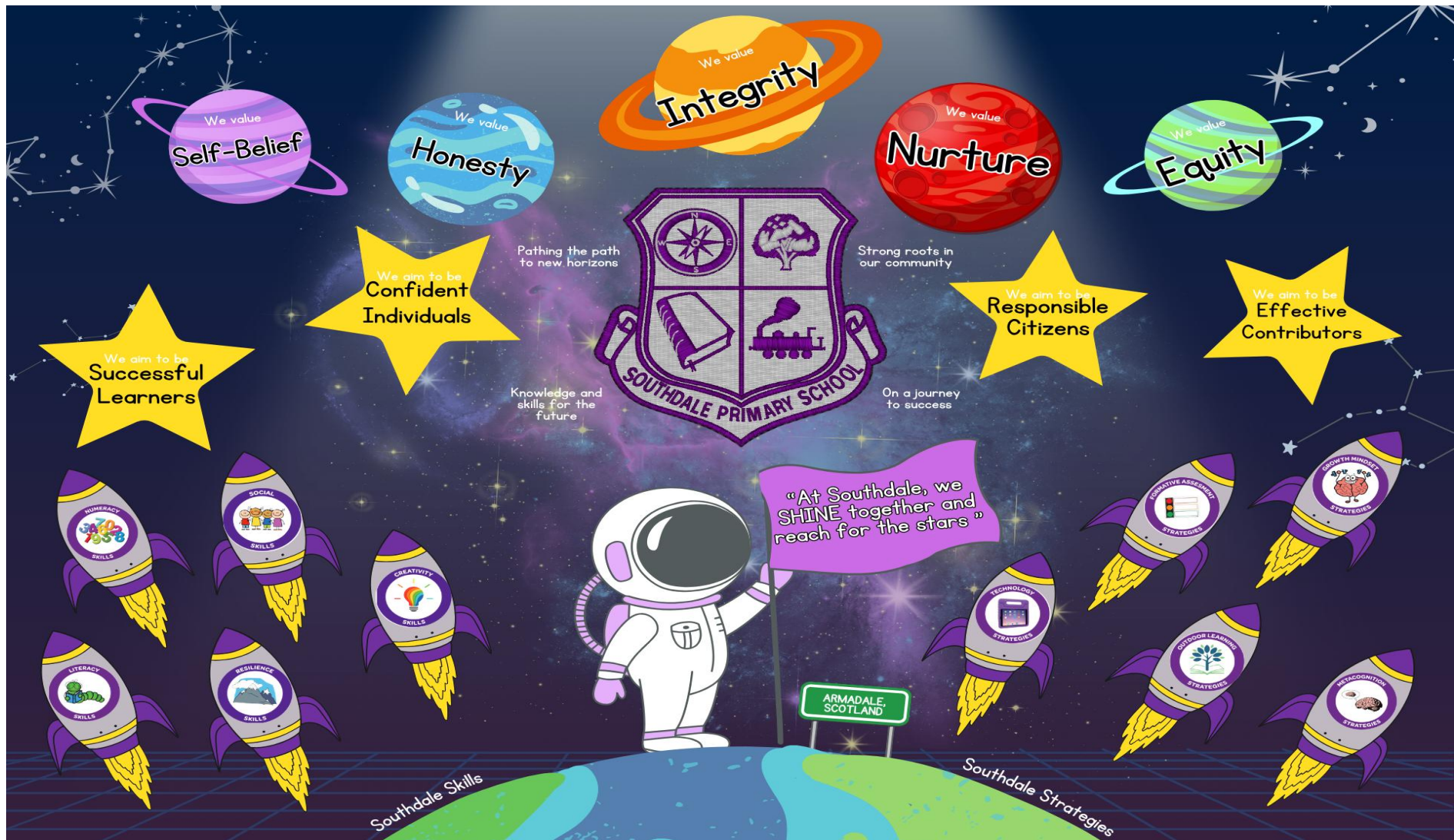
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Vision, Values and Aims



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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 (maximum one side A4)

a) 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 school role for session 2025-26 is 290 children, organised across 11 classes, including 3 composite classes. There are 55 children in ELC. In addition to class teachers, the management structure currently consists of a Head Teacher and a Depute Head Teacher. There are 7 Pupil Support Workers (PSWs) deployed at various stages across the school to support whole school working. Our 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 a curriculum that is designed around the Sustainable Development Goals. The school has achieved the Digital Schools Award and in addition to this, gained a Gold Sports Award and Gold Rights Respecting Schools Award. We prioritise positive relationships and well-being for all learners, families, and staff, and work hard to nurture a strong sense of community. Parents and carers play an important role in school life. We value their partnership and encourage involvement through our Parent Partnership Group, volunteering opportunities, and regular events that celebrate learning and achievement. Working together, we aim to create the best possible experience for every child. We Value our close links with Armadale Academy, and our cluster primary schools, which help us provide a rich and connected learning experience.

b) Data to identify the universal school Improvement Plan Priorities (SIP)

We will strengthen the consistency and effectiveness of support and challenge across learning, with a particular focus on improving outcomes in reading and writing. This will be achieved through the continued development of high-quality, evidence-informed pedagogy and a more systematic approach to differentiation. We will ensure consistent opportunities for exploration and play to promote curiosity, creativity and enquiry, thereby enhancing learner engagement, progression and depth of understanding. Key actions will include embedding learner voice and agency, developing inclusive and enabling learning environments, and establishing clear, consistent structures and routines. These approaches will support a coherent and equitable learning experience for all learners and ensure that teaching effectively meets a wide range of needs.



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Analysis of our year-on-year attainment data has highlighted a 1% decrease in attainment, reflecting increased rigour in assessment processes and strengthened teacher professional judgement. The use of high-quality evidence and a shared comprehension of standards has resulted in more accurate and reliable data. While this has led to a slight adjustment in reported outcomes, it represents improved confidence in attainment data and provides a more secure baseline for future improvement.

	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
Literacy	88%	86%	85%	84%	84%	83%
Reading	95%	91%	89%	87%	89%	88%
Writing	91%	88%	87%	87%	87%	86%
L&T	94%	94%	94%	94%	96%	89%
Numeracy	93%	92%	92%	92%	93%	92%

Stage	Roll	Reading	Writing	L&T	Literacy	Numeracy	Mathematics
P1	33	79%	79%	79%	73%	97%	97%
P2	37	89%	86%	86%	84%	95%	95%
P3	41	95%	93%	95%	93%	88%	95%
P4	40	80%	75%	90%	75%	85%	85%
P5	40	90%	90%	90%	88%	93%	90%
P6	37	92%	89%	92%	86%	92%	100%
P7	48	88%	90%	94%	85%	92%	94%
Combined Attainment	276	88%	86%	89%	83%	92%	94%



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In session 2025/26, attainment data identifies a gender gap across several stages, with disparities in Literacy at P1, P3, P4, P5 and P6 and in Numeracy at P1, P3, P4, P5 and P6. This indicates a consistent pattern requiring a strategic, whole-school response. We will address this through strengthened use of inclusive, evidence-based pedagogy, improved differentiation, and increased learner engagement through relevant and active learning approaches. Progress will be closely monitored to ensure improved equity and attainment for all learners.

P1	Roll	Reading	Writing	Listening & Talking	Literacy		P3	Roll	Reading	Writing	Listening & Talking	Literacy
Female	15	80%	87%	80%	80%		Female	19	84%	84%	84%	84%
Male	18	78%	72%	78%	67%		Male	22	77%	73%	82%	64%
P4	Roll	Reading	Writing	Listening & Talking	Literacy		P5	Roll	Reading	Writing	Listening & Talking	Literacy
Female	17	94%	88%	100%	88%		Female	16	100%	100%	100%	100%
Male	23	70%	65%	83%	65%		Male	24	83%	83%	83%	79%
P6	Roll	Reading	Writing	Listening & Talking	Literacy							
Female	19	100%	100%	100%	100%							
Male	18	83%	78%	83%	72%							

P1	Roll	Numeracy		P3	Roll	Numeracy		P4	Roll	Numeracy		P5	Roll	Numeracy
Female	15	100%		Female	19	84%		Female	17	88%		Female	16	100%
Male	18	94%		Male	22	91%		Male	23	83%		Male	24	88%
P5	Roll	Numeracy												
Female	19	95%												
Male	18	89%												

Analysis of both qualitative and quantitative data indicates a need to strengthen resilience across the school. This is evidenced through patterns in attendance and punctuality, instances of low-level disruption, and observed difficulties in managing setbacks. Additional indicators include learners disengaging when faced with challenge, staff observations highlighting limited perseverance and independence, and parental communications raising concerns around emotional regulation. Collectively, this data suggests that a more strategic and consistent approach is required to develop learners' resilience, including their ability to sustain effort, respond positively to challenge, and engage independently in their learning.



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c) Data to identify the targeted school Improvement Plan Priorities (SIP)

Targeted supports and interventions will be implemented to provide tailored learning aligned to individual needs of our Q1 and identified learners, informed by robust assessment data and ongoing professional judgement. Support will combine effective in-class differentiation, targeted group work and individual interventions, using evidence-based strategies and appropriate resources to remove barriers. Planning will remain responsive, with regular review and close collaboration between staff and partners to ensure impact, leading to improved engagement, progress and attainment for all learners.

Although current data indicates a low number of learners identified within Quintile 1 (9 pupils), there is significant evidence of wider, less visible socio-economic disadvantage across the school community. This “hidden poverty” presents additional barriers to learning, including reduced access to resources, opportunities and support out with school. In response, we will continue to adopt a proactive and inclusive approach, ensuring targeted support and interventions are informed by a broader understanding of need. This will enable us to address equity more effectively, reduce barriers to learning and improve outcomes for all affected learners.

Attainment of P3 Q1 Learners 2025/26							Attainment of P4 Q1 Learners 2025/26						
	Roll	Reading	Writing	L&T	Literacy	Numeracy		Roll	Reading	Writing	L&T	Literacy	Numeracy
Q1	1	100%	0%	100%	0%	0%	Q1	2	50%	50%	50%	50%	50%



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d) **What are our improvement priorities?** – Identified SIP priorities informed by the above data (detail in plan below)

Southdale Primary School – 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
Meeting the needs of all children and young people through inclusive and impactful pedagogy, with a particular focus on HWB (attendance, behaviour, curriculum) Learners will develop a strong and well-rounded understanding of positive mental health and wellbeing, supported through inclusive and impactful pedagogical approaches that develops learner's resilience, respond positively to challenge, regulate emotions and engage independently in their learning. Learners will continue to develop positive peer relationships, supported through pedagogical approaches that enable them to manage conflict constructively and build social and emotional skills.	☐ School and ELC Improvement. ☒ School and ELC Leadership ☒ Teacher and Practitioner Professionalism ☒ Parental Engagement ☒ Curriculum and Assessment ☒ Performance Information	Develop and implement a progressive, whole-school wellbeing framework, including resilience, emotional literacy and coping strategies, with consistent language and expectations (Ready, Respectful & Safe) Promote a culture of high expectations and nurture, celebrating effort, persistence and progress, and normalising challenge and mistakes. Provide regular opportunities for learners to reflect on learning, set goals and discuss strategies for overcoming challenges. Engage families and partners to support wellbeing strategies beyond school. Implement consistent pedagogical approaches to support learners in developing positive peer relationships, managing conflict constructively, and building social and emotional skills	Term 1–2 (develop and implement) Ongoing review (Term 3–4) Ongoing Ongoing Ongoing Ongoing	All staff consistently implement the whole-school wellbeing programme, with learners able to articulate key wellbeing strategies and almost all demonstrating increased confidence in managing their emotions. Learners demonstrate perseverance, positive attitudes to challenge and staff and children report a reduction in low-level disruption Learners can articulate their progress and next steps through profiling and learner conversations Surveys show increased parental awareness and understanding of wellbeing strategies to support their child in school and at home. Learners demonstrate positive, respectful relationships and improved social and emotional skills, with most able to manage conflict effectively, resulting in a reduction in low-level incidents.



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All learners will experience nurturing and inclusive learning environments, underpinned by high expectations and delivered through impactful pedagogical approaches that support equity, engagement and achievement for all. Learners will experience consistent and progressive approaches within PE, supported by robust assessment practices and regular moderation to ensure clarity of standards, progression and equity across learning. (Cluster priority) Our learners will play an increasingly active role in shaping their learning, with a clear understanding of their progress and next steps. Through effective feedback and reflection, they will set meaningful targets and take greater ownership, developing confidence, independence and sustained motivation. Learners will experience a school community where the rights, needs and wellbeing of every child are placed at the centre, with these values actively respected, taught and embedded through inclusive, rights-based practice.		Develop and sustain nurturing, inclusive learning environments underpinned by high expectations and impactful pedagogical approaches to support equity, engagement and achievement for all learners. Implement consistent assessment approaches in PE, including shared criteria and benchmarking, alongside in-school and cluster moderation to ensure a clear and consistent understanding of standards and expectations. Embed a consistent whole-school approach to high-quality feedback, learner reflection and target setting, alongside increased opportunities for learner voice and independent learning, to strengthen learner ownership, engagement and understanding of progress. Embed a consistent, whole-school rights-based approach that places the needs and wellbeing of every learner at the centre, through progressive teaching of children's rights, inclusive pedagogy, meaningful learner voice, and a shared commitment to equity, respect and high expectations	Ongoing	Nurturing and inclusive environments are consistently evident across all classes, with high expectations embedded in practice, leading to improved engagement and participation for all learners, alongside increased progress, attainment and reduced gaps. Assessment approaches in PE are applied consistently across all stages, with staff demonstrating a clear and shared understanding of standards through effective use of benchmarking and moderation, resulting in reliable assessment and improved consistency in learner outcomes. Learners demonstrate increased ownership of their learning, clearly articulating their progress and next steps, setting meaningful targets, contributing to learning experiences, and engaging with confidence and independence. Learners demonstrate a strong understanding of their rights and wellbeing, feel safe, included and respected, and actively participate in school life, with consistent rights-based and inclusive practices evident across the school community.
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		Embed the newly refreshed school values consistently across all aspects of school life, ensuring they are explicitly promoted through assemblies and actively reinforced within daily interactions, routines and learning experiences to support a shared ethos and positive school culture. Continue to implement termly learner self-reporting aligned to wellbeing indicators, to systematically track, monitor and support children's wellbeing and inform targeted interventions. Introduce the SHINE programme to support P7 learners, strengthening their wellbeing, resilience and readiness for transition through a structured, targeted approach. Review and update the <i>One Trusted Adult</i> approach to ensure it is fully accessible, inclusive and responsive to the needs of all learners.		School values are consistently embedded, with learners understanding and applying them to behaviour and learning, reflected in positive relationships, improved engagement and reduced disruption. Termly learner self-reporting is consistently implemented and used effectively to track wellbeing, with clear evidence of data informing timely, targeted interventions and improvements in learner wellbeing over time. P7 learners demonstrate improved wellbeing, resilience and confidence in readiness for transition, with positive feedback from learners and staff and evidence of increased engagement and emotional preparedness. All learners can identify a trusted adult and confidently access support, with consistent staff implementation, positive learner feedback on feeling safe and supported, reduced escalation of wellbeing concerns, and clear evidence of timely, equitable support for all.
Raising attainment for all children and young people through inclusive and impactful pedagogy, with a particular focus on Literacy and Numeracy Develop and embed a high-quality, progressive Literacy and Numeracy curriculum, supported by effective staff planning and strong pedagogical practice, to ensure consistently high-quality learning, teaching and	☑School and ELC Improvement ☑School and ELC Leadership ☑Teacher and Practitioner Professionalism ☑Parental Engagement ☑Curriculum and Assessment ☑Performance Information	Review and refine our Literacy and Numeracy curriculum and resources to ensure clear progression, coherence and appropriate support and challenge across all stages, alongside embedding consistent, high-quality approaches to learning, teaching and assessment.		A clear and progressive Literacy and Numeracy curriculum is consistently evident across all stages, with high-quality learning, teaching and assessment in place, resulting in improved learner engagement, appropriate challenge, and sustained progress and attainment for all learners.



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assessment. This will provide appropriate challenge, differentiation and pace, enabling all learners to develop skills and achieve improved attainment.		Deliver high-quality professional learning in Literacy and Numeracy pedagogy, while strengthening the strategic use of robust assessment data (formative and summative) to inform planning, track progress and target interventions, ensuring consistency, collaboration and improved outcomes across the school. Ensure staff use SNSA data effectively to inform planning for both universal and targeted support, enabling responsive teaching approaches that meet the full range of learner needs. Curriculum leads and SLT will develop and implement a strategic, evidence-informed approach to raising attainment in literacy and numeracy, ensuring a clear focus on consistency, progression and improved outcomes for all learners. Staff and learners will engage consistently with WLC core and genre targets to support high-quality learning, strengthen progression in literacy skills, and improve attainment across all stages. Develop numeracy-rich classroom environments and effective numeracy working walls to support learning, reinforce key concepts and promote consistency and progression across all stages.		Staff demonstrate increased confidence and consistency in delivering high-quality literacy and numeracy, using assessment data effectively to inform planning and interventions, leading to improved learner progress and attainment. Staff consistently use SNSA data to inform planning and differentiation, enabling targeted support and challenge, timely identification of gaps, increased confidence in data use, and improved progress and attainment, particularly for identified groups. A clear, strategic literacy approach is consistently implemented across the school, with improved staff practice and coherence in delivery, leading to measurable increases in attainment, improved learner progress, and greater consistency in outcomes across all stages. Staff and learners consistently use WLC core and genre targets to inform learning, with clear progression in literacy skills evident, leading to improved learner engagement, greater independence, and rising attainment across all stages. Numeracy-rich environments and working walls are consistently evident across all classes, supporting active learning and progression, with learners able to reference them effectively to enhance understanding, independence and attainment in numeracy.
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		Implement consistent whole-school approaches to Number Talks, CPA (Concrete, Pictorial, Abstract) methodologies, and the use of progression pathways and problem-solving strategies to strengthen numeracy teaching and learning.		Consistent approaches are evident across all classes, with learners confidently applying CPA strategies and problem-solving skills, demonstrating clear progression in numeracy and improved attainment.
Tackling the attainment gap between the most and least advantaged children (targeted): Our learners will be supported across Numeracy, Literacy, and Health and Wellbeing through targeted interventions designed to address and close identified learning gaps, ensuring progress and attainment for all.	☒School and ELC Improvement ☒School and ELC Leadership ☒Teacher and Practitioner Professionalism ☒Parental Engagement ☒Curriculum and Assessment ☒Performance Information	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. Please follow this link (INSERT HYPERLINK) to view our PEF Summary and find out more about our use of Pupil Equity Funding. SLT and SfL teacher will collaborate to develop a clear, strategic overview of both universal and targeted interventions across the school. This will include implementing a consistent <i>adopt, adapt, abandon</i> cycle to regularly review the impact of interventions, ensuring approaches are evidence-informed and effectively targeted at closing identified learning gaps SfL and SLT will work collaboratively to design and implement a bespoke ASN (Additional Support Needs) strategy, tailored to the specific needs of our school community, to ensure inclusive, responsive, and effective support for all learners Develop and embed dyslexia-friendly approaches and classroom environments to promote inclusive practice and support accessibility for all learners.		Documented in PEF Plan A clear, shared overview of interventions is in place and reviewed termly, with staff confidently applying the adopt, adapt, abandon approach. Tracking shows improved progress for targeted learners, reduced attainment gaps across Numeracy, Literacy and HWB, and positive pupil voice reflecting increased confidence and engagement. A cohesive ASN strategy is embedded across the school, with staff demonstrating confidence and consistency in inclusive practice. This supports improved progress, engagement, and attainment for learners with ASN, alongside positive feedback from pupils and families and ongoing, responsive review. Dyslexia-friendly strategies are consistently embedded across classrooms, with staff demonstrating increased confidence. Data shows improved outcomes, engagement, and independence for identified learners, supported by



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		Staff will engage in high-quality Career-Long Professional Learning (CLPL) to strengthen the effective implementation of targeted interventions and improve outcomes for learners. Staff will plan and deliver targeted support interventions to meet the needs of identified learners, applying the STAR approach to systematically plan, implement, and evaluate the effectiveness of these interventions. Support for Learning (SfL) will undertake a comprehensive audit of existing resources and approaches to targeted interventions, in order to plan, refine, and deliver provision that effectively meets the individual needs of learners. Continue to strengthen and develop strategic partnerships with a wide range of external agencies (including Murrayfield Literacy Base, Educational Psychology Service, SALT, ISS, Place2Be, School Nursing Team, and CAMHS) to provide coordinated, inclusive, and responsive support that meets the diverse needs of all learners. Review and enhance the use of learning environments, resources, and routines to ensure they effectively remove barriers to learning, enabling all children to engage fully, make sustained progress, and develop independence.	positive pupil feedback and sustained implementation evidenced through monitoring. Staff demonstrate increased confidence and consistency in delivering targeted interventions. Tracking and monitoring show improved progress and attainment for targeted learners, with interventions effectively reviewed and adapted to meet ongoing needs. Staff consistently apply the STAR approach to plan, deliver, and evaluate targeted interventions, demonstrating increased confidence and clear rationale. Tracking shows improved progress and attainment, with timely adjustments based on ongoing evaluation and impact. Monitoring and tracking show improved alignment between interventions and learner needs, leading to measurable gains in attainment and engagement. Staff report increased confidence in selecting resources, with regular review ensuring provision remains responsive and effective. Feedback from staff, partners, parents, and pupils reflects positive, timely, and impactful support, and regular review processes ensure partnership working remains responsive to the evolving needs of learners. Learning spaces, resources, and routines are consistently adapted to remove barriers. Tracking shows improved engagement, independence, and progress, particularly for learners with additional
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				support needs. Pupil voice reflects increased confidence, and monitoring confirms inclusive practices are effective and responsive.
Meeting the needs of all children and young people through inclusive & impactful pedagogy, with a particular focus on curriculum making Learners will participate in co-creating curriculum design – ensuring that their voice, choice, and leadership are central to the Curriculum Improvement Cycle (CIC), enabling them to actively shape meaningful, relevant, and engaging learning experiences. Our learners will experience a broad, balanced, and inclusive curriculum that offers meaningful opportunities for choice, voice, and pupil leadership, empowering them to take an active role in their learning	☑School and ELC Improvement ☑School and ELC Leadership ☑Teacher and Practitioner Professionalism ☑Parental Engagement ☑Curriculum and Assessment ☑Performance Information	All staff will engage in technical frameworks published by the Curriculum Improvement Cycle and show increased confidence in their understanding of curriculum making Establish structured opportunities for children to contribute to curriculum design within the Curriculum Improvement Cycle (CIC), including consultation, co-creation, and pupil-led planning. Ensure learners’ interests and feedback inform development, with staff supported to use inclusive approaches and ongoing monitoring to embed and evidence impact across all stages. Review and enhance the curriculum to ensure it is broad, balanced, and inclusive, embedding learner choice and leadership. Provide CLPL to support strategic thinking around school improvement around curriculum making, developing inclusive practice and learner agency, strengthen profiling and planning for personalisation, and maintain regular monitoring to ensure consistent, high-quality implementation. SLT will introduce and embed the language of meta-skills across the school, ensuring a shared and consistent understanding among learners of their importance in supporting learning, personal development, and future success.		Through professional dialogue and planning, staff demonstrate increased confidence and consistency in curriculum-making, leading to high-quality learning experiences across the school. Structured opportunities for pupil involvement in curriculum design are evident across all stages, with learner contributions influencing decisions. Monitoring shows increased engagement, motivation, and ownership, with staff confidently supporting more relevant, responsive, and inclusive learning experiences. Monitoring activities show high levels of learner engagement and participation, while pupil voice reflects increased ownership of learning. Tracking data indicates positive progress and attainment for all learners, with reduced gaps and increased confidence and independence. Staff demonstrate increased confidence and consistency in inclusive practice and learner agency, with personalisation embedded across all stages. Monitoring evidences high-quality implementation alongside improved engagement, independence, and attainment. Classroom observations, learner conversations, and profiling evidence demonstrate that meta-skills are embedded in learning experiences. Staff consistently model and reinforce meta-skills, and pupil voice indicates increased awareness, application, and



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Our learners will engage in a diverse range of high-quality learning environments and approaches, including outdoor learning, play-based pedagogy, metaskills and digital technologies, to enrich learning experiences and support engagement, creativity, and achievement Our learners will be actively engaged in high-quality learning conversations through profiling, enabling them to confidently articulate their progress, achievements, and next steps in learning.		Embed a range of high-quality learning environments and approaches, including outdoor learning, exploration and play and digital technologies, within curriculum planning and delivery to enhance engagement, creativity, and achievement. Develop and implement a progressive, outdoor learning policy and curriculum, ensuring planned, regular outdoor experiences across all stages with clear progression in skills, wellbeing and environmental awareness. Develop and embed consistent approaches to high-quality learning conversations through effective profiling practices. This will include staff modelling and facilitating reflective dialogue, enabling learners to take an active role in discussing their progress, achievements, and next steps. Regular opportunities for learner reflection and target-setting will be integrated into planning, supported by ongoing professional learning and monitoring to ensure consistency and impact. Develop and implement cohesive Exploration and Play and Outdoor Learning strategies to enhance child-centred experiences. This will include auditing practice, embedding approaches within planning, and supporting staff through professional learning, with ongoing monitoring to ensure consistency, progression, and impact.		confidence in using these skills to support learning and future success. Monitoring shows high levels of engagement, creativity, and participation, with staff confidently using outdoor learning, play-based approaches, and digital technologies. Tracking indicates improved engagement, achievement, and skills. Quality assurance of planning demonstrates regular, high quality outdoor learning with clear progression in pupil's skills. Pupils provide positive feedback on outdoor learning experiences and can clearly articulate the skills they are developing. Consistent, high-quality learning conversations enable learners to articulate progress and next steps, with monitoring evidencing increased ownership, engagement, independence, and improved attainment. Monitoring shows consistent use of play-based and outdoor approaches, with staff confidence increasing. Learner engagement, creativity, and independence are enhanced, supported by positive pupil voice and improved wellbeing, engagement, and progress data.
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		Introduce <i>Sharing Our Learning</i> and <i>Talk Time Thursday</i> as consistent, whole-school approaches to gathering and responding to pupil voice. Ensure regular opportunities for learners to share views, with staff supporting meaningful dialogue and using feedback to inform planning, supported by ongoing monitoring for impact and consistency.		Monitoring shows pupil voice is systematically gathered and informs teaching, learning, and improvement. Learners report increased confidence and feeling listened to, while staff demonstrate effective facilitation, leading to improved engagement, wellbeing, and ownership across all stages.
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