

SOUTHDALE PRIMARY SCHOOL SCHOOL IMPROVEMENT PLAN

2026 / 2027



Courage

Relationships

Relevance

Values

Factors Influencing the Improvement Plan

School Factors

Addressing Action Points identified in school's Self Evaluation procedures

Cluster Improvement Priorities

Equity and PEF Priorities from equity self-evaluation materials 2026

Local Authority Factors

Moving Forward in Your Learning Guidance – Meeting Learners Needs

Raising Educational Attainment Strategy (23-28) - [WLC_Raising_Educational_Attainment_Strategy_2023-28.pdf](#)

West Lothian Council Corporate Plan (23-28) - [WLC_Corporate_Plan_2023_05_30.pdf](#)

Education Services Management Plan (23-26) - [Service_Improvement_Plan_Education_Services_2023-26.pdf](#)

West Lothian Parental Involvement and Engagement Framework

Equity and Pedagogy Teams; Additional allocation

West Lothian Stretch Aims

West Lothian Priorities – Literacy and Numeracy, HWB

National Factors

Achieving Excellence and Equity 2026: National Improvement Framework - [2026 National Improvement Framework](#)

Included, Engaged and Involved Series – Attendance, Behaviour and Curriculum

Presumption to provide education in a mainstream setting 2019

Support for Learning: All our Children and All their Potential (ASL Review) 2020; [Additional support for learning – Schools – gov.scot](#)

GTCS professional standards and professional update 2021

[Pupil Equity Funding](#); National Operational Guidance 2026/7

Education Scotland 'Pupil Equity Funding: Looking inwards, outwards, forwards – sharing effective practice to maximise support for learners and practitioners'

How Good is Our School? 4th Edition - [How Good is Our School \(4th edition\)](#); How Good is OUR School? [How good is OUR school? Part 1](#)

Quality Improvement Framework for ELC and Childcare Sectors - [Quality improvement framework for the early learning and childcare sectors | Inspection frameworks | His Majesty's Inspectorate of Education in Scotland](#)

Realising the Ambition - [realisingtheambition.pdf](#)

UNCRC; Getting it Right for Every child (GIRFEC); Child Protection Procedures

Curriculum Improvement Cycle - [The Curriculum Improvement Cycle \(CIC\) | About Curriculum for Excellence | Curriculum for Excellence | Education Scotland](#)

Moderation Cycle and Assessment

Developing Scotland's Young Workforce



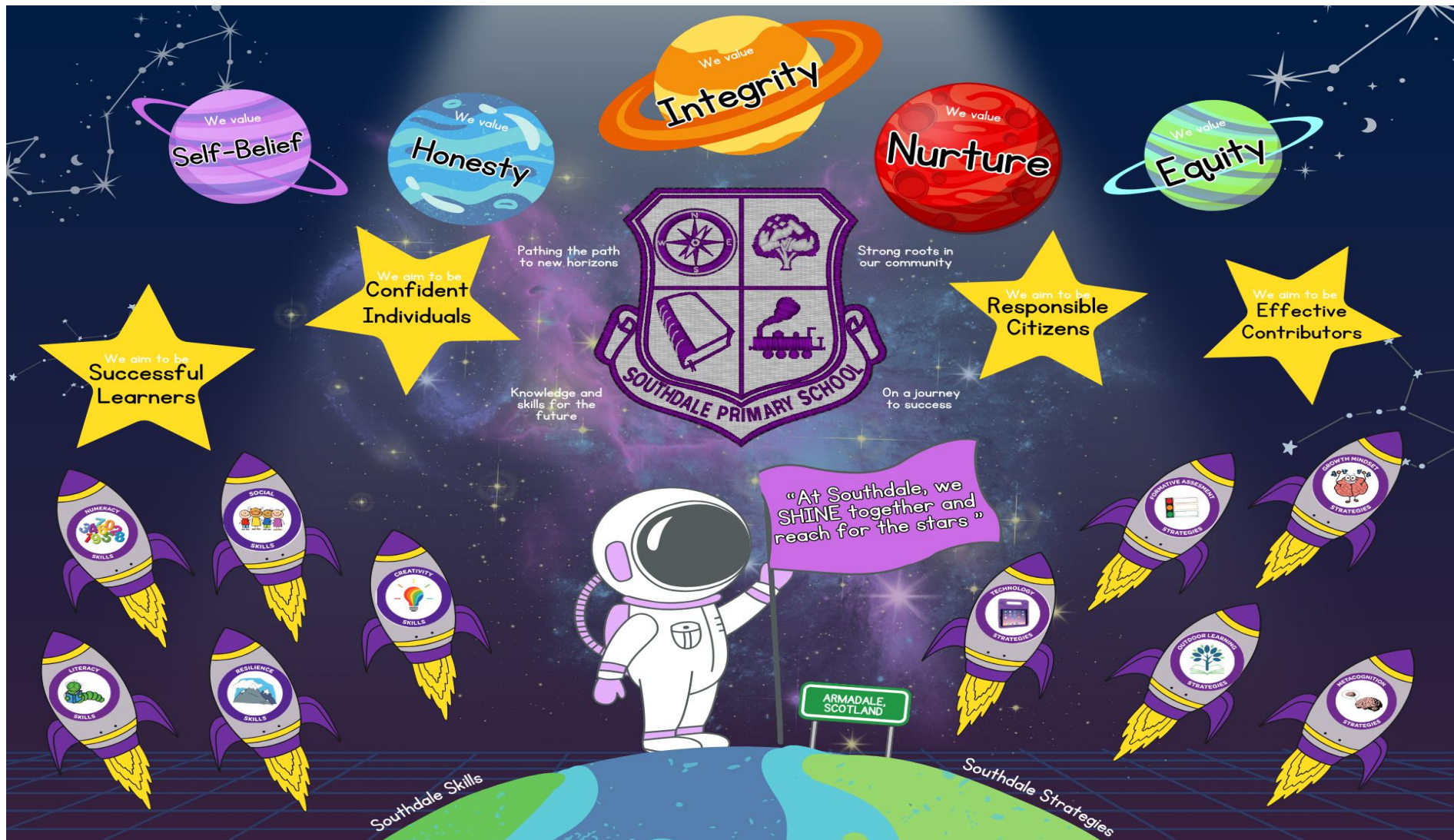
Courage

Relationships

Relevance

Values

Vision, Values and Aims



Courage

Relationships

Relevance

Values

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](#)



Courage

Relationships

Relevance

Values

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.



Courage

Relationships

Relevance

Values

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%



Courage

Relationships

Relevance

Values

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.



Courage

Relationships

Relevance

Values

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%



Courage

Relationships

Relevance

Values

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) By June 2027, Southdale Primary learners will improve their mental health and wellbeing, resilience, emotional regulation and independence in learning through inclusive, high-quality learning and teaching approaches, with almost all learners demonstrating increased confidence and wellbeing as evidenced through school survey, observation and tracking data. By February 2027, almost all learners will demonstrate improved positive peer relationships, social and emotional skills, and the ability to manage conflict constructively, as evidenced through wellbeing surveys, learner voice and school behaviour data.	☐ 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	Almost all staff consistently implement the whole-school wellbeing programme, with almost all learners able to articulate key wellbeing strategies and demonstrating increased confidence in managing their emotions. Almost all learners demonstrate perseverance and positive attitudes to challenge, and staff and learner surveys indicate a reduction in low-level disruption. Most learners can articulate their progress and identify their next steps in learning through profiling and learner conversations. Most parents report increased awareness and understanding of wellbeing strategies to support their child's wellbeing and learning at school and at home. Most learners demonstrate positive, respectful relationships and improved social and emotional skills, with a 20% reduction in low-level behavioural incidents recorded across the school.



Courage

Relationships

Relevance

Values

By May 2027, almost all learners will report positive experiences of nurturing and inclusive learning environments, with improved engagement, achievement and attainment evidenced through learner surveys, attendance and attainment data. By February 2027, 90% most learners across the cluster will demonstrate expected progress in PE through consistent learning, teaching and assessment approaches, supported by regular moderation and shared standards that improve consistency in assessment judgements. By June 2027, most learners will be able to articulate their progress, achievements and next steps in learning through profiling, target-setting and learner conversations. Through high-quality feedback and regular opportunities for reflection, learners will demonstrate increased ownership of their learning, with most evidencing improved confidence, independence and engagement in learning. By May 2027, most learners will report that they feel respected, included and supported within a rights-based school community. Learners will demonstrate an increased understanding of children's		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 learning environments are consistently evident across all classes, with high expectations embedded in practice. As a result, most learners demonstrate high levels of engagement and participation, attainment data shows improved progress across the school, and identified attainment gaps are reduced. Staff apply assessment approaches in PE consistently across all stages and demonstrate a clear, shared understanding of standards through effective moderation and benchmarking. As a result, assessment judgements are reliable, learner outcomes are more consistent across the cluster, and most learners make expected progress in PE. 90% of learners demonstrate increased ownership of their learning, can clearly articulate their progress and next steps, set meaningful targets, contribute to learning experiences, and engage with confidence and independence. 90% of learners demonstrate a strong understanding of their rights and wellbeing, report feeling safe, included and respected, and actively participate in school life. Rights-based and inclusive practices are consistently evident across the school community through learner voice, ethos surveys and observations.
---	--	---	---------	--



Courage

Relationships

Relevance

Values

rights and wellbeing, with evidence from learner surveys, classroom observations and pupil voice activities showing that rights-based values are consistently embedded across the school.		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.		Most learners understand and apply the school values to their behaviour and learning. This is reflected in positive relationships, high levels of engagement and a reduction in low-level disruption across the school. Termly learner self-reporting is consistently implemented across all classes, with wellbeing data used to inform timely and targeted interventions. As a result, 90% of learners report positive wellbeing, with evidence of improvement over time through wellbeing surveys and tracking data. Most 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. Almost all learners can identify a trusted adult and confidently access support. Consistent staff practice ensures learners feel safe, supported and included, with wellbeing data demonstrating timely intervention and a reduction in the escalation of concerns.
Raising attainment for all children and young people through inclusive and impactful pedagogy, with a particular focus on Literacy and Numeracy By June 2027, all learners at Southdale Primary School will benefit from a high-quality, progressive Literacy and Numeracy curriculum delivered through consistently effective learning, teaching	☑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 implemented across all stages, with high-quality learning, teaching and assessment evident in all classes. As a result, most learners demonstrate high levels of engagement, experience appropriate challenge, make sustained



Courage

Relationships

Relevance

Values

and assessment. As a result, most learners will achieve expected progress in literacy and numeracy, with increased attainment, improved learner engagement, and evidence of appropriate challenge and differentiation across all classes.		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	progress in their learning, and achieve improved attainment in literacy and numeracy. All staff demonstrate confidence and consistency in delivering high-quality literacy and numeracy. Assessment data is used effectively to inform planning and targeted interventions, resulting in most learners making expected progress and improved attainment in literacy and numeracy. Staff consistently use SNSA data to inform planning and differentiation, enabling targeted support and challenge. As a result, most learners, including identified groups, make expected progress in literacy and numeracy, attainment improves across the school, and gaps in attainment are reduced. A clear, strategic literacy approach is consistently implemented across the school, with increased staff confidence and consistency in practice. As a result, most learners make improved progress in literacy, attainment increases across all stages, and outcomes become more consistent for all learners. Staff and learners consistently use WLC core and genre targets to inform learning. As a result, most learners demonstrate clear progression in literacy skills, increased engagement and independence, and improved attainment across all stages. Numeracy-rich environments and working walls are consistently evident across all classes. As a result, most learners can confidently use these resources to support their learning, demonstrate increased
---	--	---	--



Courage

Relationships

Relevance

Values

		concepts and promote consistency and progression across all stages. 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.		independence in numeracy, and achieve improved progress and attainment. Consistent approaches are evident across all classes, with most learners confidently applying CPA strategies and problem-solving skills. Evidence shows clear progression in numeracy and improved attainment across all stages.
Tackling the attainment gap between the most and least advantaged children (targeted): By June 2027, targeted interventions in literacy, numeracy and health and wellbeing will support identified learners to close learning gaps, with almost all demonstrating improved progress and attainment through assessment, tracking and wellbeing data.	☑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		Documented in PEF Plan A clear, shared overview of interventions is reviewed termly, with all staff confidently applying the adopt, adapt, abandon approach. Tracking data shows that most learners receiving interventions make progress, attainment gaps in Literacy, Numeracy and Health and Wellbeing are reduced, and learner voice evidences increased confidence and engagement. A cohesive ASN strategy is embedded across the school, with almost all staff demonstrating confidence and consistency in inclusive practice. Tracking data shows improved progress and attainment for learners with ASN, pupil and family feedback is positive, and support is regularly reviewed and adapted to meet individual needs.



Courage

Relationships

Relevance

Values

		Develop and embed dyslexia-friendly approaches and classroom environments to promote inclusive practice and support accessibility for all learners. 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.	Dyslexia-friendly strategies are consistently embedded across all classrooms, with all staff demonstrating confidence in their implementation. Tracking and monitoring data show improved outcomes, engagement and independence for identified learners, with positive pupil feedback evidencing the impact of these approaches. All staff demonstrate confidence and consistency in delivering targeted interventions. Tracking and monitoring data show that most targeted learners make improved progress and attainment, with interventions reviewed termly and adapted to meet ongoing needs. All staff consistently apply the STAR approach to plan, deliver and evaluate targeted interventions. Tracking data shows improved progress and attainment for most targeted learners, with interventions regularly reviewed and adapted based on evidence of impact. Monitoring and tracking show that interventions are closely matched to learner needs, resulting in improved attainment, progress and engagement for targeted learners. Staff report increased confidence in selecting evidence-based resources, and regular review processes ensure support remains responsive and effective. Positive feedback from staff, partners, parents and pupils demonstrates that support is timely, effective and responsive to learner needs. Regular review processes ensure partnership working remains
--	--	--	---



Courage

Relationships

Relevance

Values

		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.		effective and contributes to improved wellbeing, engagement and progress for targeted learners. Learning spaces, resources and routines are consistently adapted to meet learner needs. Most learners, particularly those with additional support needs, demonstrate improved engagement, independence and progress. Pupil voice reflects increased confidence and inclusion, and quality assurance activities confirm that inclusive practices are embedded across the school.
Meeting the needs of all children and young people through inclusive & impactful pedagogy, with a particular focus on curriculum making By June 2027, most learners will actively contribute to the co-design of learning experiences through the Curriculum Improvement Cycle (CIC), demonstrating increased voice, choice and leadership in their learning. Learner surveys, profiling and pupil participation evidence will show increased engagement, relevance and ownership of learning across the school. By May 2027, most learners will report positive experiences of a broad, balanced and inclusive	☒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.		All staff demonstrate increased confidence and consistency in curriculum-making through professional dialogue and collaborative planning, resulting in high-quality learning experiences that enhance learner engagement, progression and achievement across the school. Structured opportunities for pupil involvement in curriculum design are evident across all stages, with most learners contributing to decisions about their learning. Monitoring, learner voice and profiling evidence increased engagement, motivation and ownership, while staff confidently support relevant, responsive and inclusive learning experiences. Monitoring activities show high levels of learner engagement and participation, while pupil voice demonstrates increased ownership of learning. Tracking data evidences positive progress and attainment for most learners, reduced attainment gaps, and increased learner confidence and independence.



Courage

Relationships

Relevance

Values

curriculum that provides meaningful opportunities for choice, voice and leadership. Learners will demonstrate increased participation in leadership roles and greater ownership of their learning, as evidenced through learner surveys, pupil voice activities, profiling and school participation data. By June 2027, almost all learners will engage regularly in a range of high-quality learning environments and approaches, including outdoor learning, play-based pedagogy, digital technologies and metaskills development. As a result, learners will demonstrate increased engagement, creativity and achievement, as evidenced through learner voice, classroom observations, participation data and attainment measures. By December 2026, Most P5-P7 learners will actively engage in high-quality learning conversations and profiling activities, enabling them to confidently articulate their progress, achievements and next		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. 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	All staff demonstrate confidence and consistency in inclusive practice and learner agency, with personalisation embedded across all stages. Monitoring and tracking data evidence high-quality implementation, leading to improved engagement, increased learner independence and improved attainment across the school. Most learners can identify and apply key meta-skills across a range of learning contexts. Classroom observations, learner conversations and profiling evidence demonstrate that meta-skills are embedded in learning experiences, while pupil voice shows increased confidence in applying these skills to support learning and future success. Most learners demonstrate high levels of engagement, creativity and participation in learning. Staff confidently use outdoor learning, play-based approaches and digital technologies, with tracking data evidencing improved achievement and skills development across the school. Quality assurance activities demonstrate that high-quality outdoor learning is planned and delivered regularly across all stages, with clear progression in skills evident. Most learners provide positive feedback on outdoor learning experiences and can confidently articulate the skills they are developing and applying across different contexts. Most learners confidently articulate their progress, achievements and next steps through high-quality learning conversations. Monitoring and profiling
--	--	--	--



Courage

Relationships

Relevance

Values

steps in learning. Learner voice, profiling evidence and classroom observations will demonstrate increased confidence, ownership and understanding of their learning journey.		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. 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.		evidence increased learner ownership, engagement and independence, contributing to improved attainment. Monitoring demonstrates the consistent use of high-quality play-based and outdoor learning approaches across most stages. Most learners show increased engagement, creativity and independence, with positive pupil voice and wellbeing, engagement and progress data evidencing improved outcomes. Most learners report that their views influence teaching, learning and school improvement. Monitoring and learner voice evidence increased confidence, wellbeing and ownership of learning, while staff consistently facilitate meaningful pupil participation across all stages.
--	--	--	--	--



Courage

Relationships

Relevance

Values