



SCHOOL IMPROVEMENT PRIORITY



St Anthony's PS Armadale

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& FACTORS

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WHAT IS THE KEY PRIORITY FOR SCHOOL IMPROVEMENT THIS ACADEMIC YEAR?

PRIORITY:

Meeting learner needs through inclusive and impactful pedagogy which underpins a relevant and meaningful curriculum

(THIS PRIORITY WILL BE BROKEN DOWN INTO SEPARATE ACTIONS. ATTEMPT TO ARTICULATE AN OVERARCHING PRIORITY)

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*ALL SCHOOLS HAVE A SEPARATE PUPIL EQUITY FUNDING PLAN TO ENSURE THAT CHILDREN AND YOUNG PEOPLE AFFECTED BY POVERTY ACHIEVE THEIR FULL POTENTIAL. FOCUSING ON TARGETED IMPROVEMENT ACTIVITY IN LITERACY, NUMERACY, AND HEALTH AND WELL-BEING

YEAR:

COURAGE RELATIONSHIPS VALUES RELEVANCE



CONTEXT & FACTORS

PRIORITY:

Meeting learner needs through inclusive and impactful pedagogy which underpins a relevant and meaningful curriculum



WHAT FEATURES OF SCHOOL CONTEXT, LOCAL AUTHORITY FACTORS, AND NATIONAL FACTORS **CONNECT TO THE SPECIFIC IMPROVEMENT PRIORITY?**

SCHOOL (LEARNERS)

Addressing Action Points identified in school's self-evaluation procedures

Cluster Improvement Priorities

Equity Priorities



STANDARDS AND QUALITY REPORT

LOCAL AUTHORITY & CLUSTER

West Lothian Corporate Plan

Education Services Management Plan

Raising Educational Attainment Strategy; West Lothian Stretch Aims

Moving Forward In Your Learning – Inclusive Curriculum: Meeting Learner's Needs

West Lothian Parental Involvement and Engagement Framework

Equity Team and additional allocations, Pedagogy Team

NATIONAL

National Improvement Framework; Challenge; Included, Engaged and Involved Series

UNCRC; Child Protection Procedures

Getting it Right for Every Child (GIRFEC)

GTCS Professional Standards and Update 2021

Pupil Equity Funding/Equity Audit and Self-Evaluation

How Good is Our School? 4TH Edition/Quality Improvement Framework for ELC Sectors

Realising the Ambition

Presumption to provide education in a mainstream setting 2019; Support for Learning: All our Children and All their Potential (ASL Review) 2020



VISION
& VALUES

PRIORITY:

Meeting learner needs through inclusive and impactful pedagogy which underpins a relevant and meaningful curriculum



HOW DOES THE SPECIFIC IMPROVEMENT PRIORITY FURTHER THE VISION AND VALUES OF THE SCHOOL?

SCHOOL VISION

A place where children learn and grow in faith, love and respect.

SCHOOL VALUES

Achievement, Confidence,
Honesty, Respect, Faith, Love
#Believeing means achieving

CURRICULUM RATIONALE

In St Anthony's, we strive to provide a broad, coherent and relevant curriculum which enables our pupils to become successful learners, confident individuals, responsible citizens and effective contributors. We provide learning experiences which motivate, inspire and support our learners. To do so, we offer pupils active learning experiences across the eight curriculum areas and four contexts for learning.

PROVIDE A BRIEF BLURB CONNECTING THE SCHOOL VISION, VALUES, AND CURRICULUM RATIONALE TO THE IDENTIFIED SCHOOL IMPROVEMENT PRIORITY.



SUPPORTING DATA

PRIORITY:

Meeting learner needs through inclusive and impactful pedagogy which underpins a relevant and meaningful curriculum



WHAT DATA HAVE YOU COLLECTED AND ANALYSED THAT SUPPORTS THE FOCUS ON THE SPECIFIC IMPROVEMENT PRIORITY?

DATA ANALYSIS STATEMENT:

Attainment over time demonstrates a need to review approaches to teaching writing

Staff self-evaluated 2.3 Learning Teaching and Assessment as good.

Further developing our curriculum offer is impacting positively on the overall experience and achievement of all learners.

A focus on an Inclusive Curriculum for equity will ensure our curriculum meets the needs of all learners.

Almost all children feel listened to and included in improving our curriculum experiences.

TRIANGULATING SOURCES:

PEOPLE'S VIEWS

DIRECT OBSERVATION

QUANTITATIVE DATA

Progress and Support discussions

VSE/Hmie

Attainment Data

HGIOS Evaluations of 2.3

VSE/Hmie

Attainment Data

Planning professional dialogues

VSE/Hmie

Ethos Surveys

Progress and Support discussions

Hmie/VSE/Equity Thematic review

Attainment Data

Learner conversations

Pupil Leadership groups

Ethos surveys

HIGHLIGHT IMPORTANT **HEADLINE DATA ANALYSIS STATEMENTS** RELEVANT TO THE IDENTIFIED SCHOOL IMPROVEMENT PRIORITY.

- IDENTIFY TRIANGULATING DATA SOURCES USED TO VALIDATE ANALYSIS STATEMENT
- CONSIDER DATA SOURCES THAT REPRESENT YOUNG PEOPLE AS CITIZENS, AS INDIVIDUALS, AS CONTRIBUTORS, AND AS LEARNERS
- ENSURE LEARNER VOICE IS REPRESENTED

ACTIONS
& INDICATORS

PRIORITY:

Meeting learner needs through inclusive and impactful pedagogy in writing which underpins a relevant and meaningful curriculum

WHAT SPRINT ACTIONS DO YOU PLAN TO TAKE IN ORDER TO SIGNIFICANTLY IMPACT THE SPECIFIC IMPROVEMENT PRIORITY?

PLANNED ACTIONS SHOULD BE SPRINT ACTIONS - ACHIEVABLE WITHIN TERM 1. THESE ACTIONS SHOULD BE EVALUATED AT THE END OF THE TERM 1. TRY NOT TO CARRY TOO MANY INCOMPLETE ACTIONS INTO TERM 2

FUTURE ACTIONS ACTIONS:

Establish staff working party to focus on refreshing writing curriculum guidance

Embed new assessment calendar

Creativity Clubhouse development plan (will be part of SIP working party)

Develop shared understanding of pedagogy, initially with pedagogy pioneers

QA impact week with focus on writing

BRIEF DESCRIPTION OF POSSIBLE FUTURE ACTIONS, WHICH MAY BE EXPANDED AND BECOME 'PLANNED ACTIONS'

PLANNED ACTIONS:

1 Review, agree and implement whole school approach to writing (use QI tools to support)



SLT/Teaching staff
Sep-Oct 2026

2 Writing assessments will be clearly identified on new assessment calendar



SLT/Teaching staff
October 2026

3 PT will attend LOL programme to enhance own skills in inclusive pedagogy and in evaluating the impact of trialled approaches in writing



PT
Aug-Oct 2026

4 CLPL session about Adobe Express and how it can be used to support writing alongside accessibility tools



PT/Digital working part
Aug-Oct 2026

5 Establish new SIP leadership groups to review and plan for progression of identified aspects of the curriculum: HWB (outdoor learning), UNCR, Literacy (writing focus) and Numeracy (BTC)



All staff
Aug-Oct 2026

SUCCESS/IMPACT INDICATOR:

Planning dialogues, classroom observations and learner conversations will show consistency of approach (QA impact week)

Assessment evidence will show progress over time with core and genre targets

Increased understanding of learners' needs in writing

Improved learner engagement and independence in writing tasks through digital tools

Each SIP group will create a Driver Diagram to identify actions and test ideas to demonstrate leadership of change and learner voice opportunities

CLEARLY DEFINED MEASURE OF SUCCESS. ENSURE LEARNER VOICE IS REPRESENTED WITHIN MEASURES.

RAG:

REVIEW SUCCESS



ACTIONS & INDICATORS

PRIORITY:

Meeting learner needs through inclusive and impactful pedagogy which underpins a relevant and meaningful curriculum focusing on pace and challenge



WHAT SPRINT ACTIONS DO YOU PLAN TO TAKE IN ORDER TO SIGNIFICANTLY IMPACT THE SPECIFIC IMPROVEMENT PRIORITY?

PLANNED ACTIONS SHOULD BE SPRINT ACTIONS - ACHIEVABLE WITHIN **TERM 2**. THESE ACTIONS SHOULD BE EVALUATED AT THE END OF THE TERM 2. TRY NOT TO CARRY TOO MANY INCOMPLETE ACTIONS INTO TERM 3

FUTURE ACTIONS ACTIONS:

PSW training on Microsoft accessibility tools

Develop challenge and pace toolkit

Review questioning strategy

Peer observations / lesson study model with a focus on pace/challenge

Practitioner enquiry related to challenge/pace

BRIEF DESCRIPTION OF POSSIBLE FUTURE ACTIONS, WHICH MAY BE EXPANDED AND BECOME 'PLANNED ACTIONS'

PLANNED ACTIONS:

Staff CLPL session focusing on challenge and pace (Use QI tools to determine improvements required with regards to challenge and pace)



SLT/Teaching Staff
Oct-Dec

Develop Aifl strategy to ensure teaching is adaptive which will support pace of lessons.



SLT/Teaching Staff
Oct-Dec

Through LOL programme support Pedagogy Pioneer(s) to trial approaches through joint planning, team teaching and coaching



PT/PP
Oct-Dec

Embed consistent strategies for implementing appropriate challenge e.g. higher order thinking questions/high ceiling low threshold tasks



Teaching staff
Oct-Dec

Continue to implement Building Thinking Classrooms to increase cognitive demand and promote high-ceiling, low-threshold learning across all classes.



BTC Lead
Oct-Dec

DETAILED DESCRIPTION OF ACTIONS TO BE TAKEN IMMINENTLY - ORDERED BY IMPORTANCE.

SUCCESS/IMPACT INDICATOR:

Staff feedback will show increased confidence/ QA activities will show a consistent approach to providing appropriate challenge

Staff self-evaluation of using different strategies will show increased staff confidence. There will be evidence of adaptive teaching through QA activities

Increased confidence and consistency from staff/ effective questioning and higher level of challenge will be evident in class observations

Consistent teacher practice, evidenced through learning visits and planning dialogue

QA activities will demonstrate that there is increased challenge in lessons.

CLEARLY DEFINED MEASURE OF SUCCESS. ENSURE LEARNER VOICE IS REPRESENTED WITHIN MEASURES.

RAG:

REVIEW SUCCESS



ACTIONS & INDICATORS

PRIORITY: Meeting learner needs through inclusive and impactful pedagogy through outdoor learning which underpins a relevant and meaningful curriculum



WHAT SPRINT ACTIONS DO YOU PLAN TO TAKE IN ORDER TO SIGNIFICANTLY IMPACT THE SPECIFIC IMPROVEMENT PRIORITY?

PLANNED ACTIONS SHOULD BE **SPRINT ACTIONS** - ACHIEVABLE WITHIN **TERM 3**. THESE ACTIONS SHOULD BE EVALUATED AT THE END OF THE TERM 3. TRY NOT TO CARRY TOO MANY INCOMPLETE ACTIONS INTO TERM 4

FUTURE ACTIONS ACTIONS:

Bank of outdoor learning resources

Outdoor learning pupil leadership

Link with improving level of challenge

Coaching and mentoring LOL/PP

BRIEF DESCRIPTION OF POSSIBLE FUTURE ACTIONS, WHICH MAY BE EXPANDED AND BECOME 'PLANNED ACTIONS'

PLANNED ACTIONS:

Deliver CLPL on outdoor learning pedagogy and using outdoor contexts for higher-order thinking



SLT
Jan-February
2027

Create a whole-school progression pathway for outdoor learning (linked to CfE Es & Os), showing increasing challenge, skills and independence.



All staff
Feb-March 2027

LOL and PP work together to further enhance own understanding of inclusive, impactful pedagogy (see LOL action plan)



PT (LOL) and PP
April 2027

Each class delivers at least one planned outdoor learning session per week/fortnight, linked to literacy, numeracy or another area



CTs
April 2027



DETAILED DESCRIPTION OF ACTIONS TO BE TAKEN IMMINENTLY - ORDERED BY IMPORTANCE.

SUCCESS/IMPACT INDICATOR:

Staff planning reflects clear progression in skills (e.g. problem-solving, collaboration, creativity)

Staff self-evaluations will show an increase in confidence from staff to use outdoors to enhance learning

Enhanced practitioner confidence and shared understanding of inclusive, impactful pedagogy, evidenced through joint planning, professional dialogue and learning visits, with consistent application of agreed approaches in practice

Consistency in planning / outdoor learning will be included in St Anthony's planning/curriculum guidance

CLEARLY DEFINED MEASURE OF SUCCESS.
ENSURE LEARNER VOICE IS REPRESENTED WITHIN MEASURES.

RAG:

REVIEW
SUCCESS



SCHOOL IMPROVEMENT PRIORITY



St Anthony's PS Armadale

ACTIONS & INDICATORS

PRIORITY:

Meeting learner needs through inclusive and impactful pedagogy which underpins a relevant and meaningful curriculum



WHAT SPRINT ACTIONS DO YOU PLAN TO TAKE IN ORDER TO SIGNIFICANTLY IMPACT THE SPECIFIC IMPROVEMENT PRIORITY?

PLANNED ACTIONS SHOULD BE **SPRINT ACTIONS** - ACHIEVABLE WITHIN **TERM 4**. THESE ACTIONS SHOULD BE EVALUATED AT THE END OF THE TERM 4. TRY NOT TO CARRY TOO MANY INCOMPLETE ACTIONS INTO NEXT ACADEMIC YEAR

FUTURE ACTIONS ACTIONS:

BRIEF DESCRIPTION OF POSSIBLE FUTURE ACTIONS, WHICH MAY BE EXPANDED AND BECOME 'PLANNED ACTIONS'

PLANNED ACTIONS:

?	All staff will have engaged in technical frameworks published by the Curriculum Improvement Cycle and show increased confidence in their understanding of curriculum making	All Staff June 2027
?	Deliver targeted CLPL on racial literacy and anti-racist pedagogy	SLT April-June 2027
	Self-evaluation of racial literacy using WL Anti-racism toolkit	All Staff April-June 2027
	Audit, refresh and expand the range of texts across the school to ensure they reflect diverse cultures, identities and perspectives	Literacy champion April-June 2027

DETAILED DESCRIPTION OF ACTIONS TO BE TAKEN IMMINENTLY - ORDERED BY IMPORTANCE.

SUCCESS/IMPACT INDICATOR:

Increased confidence and consistency in curriculum design, evidenced through planning dialogues
Increased staff awareness and confidence
Clear strengths and next steps identified
Increased representation and diversity across literacy provision, evidenced through planning professional dialogue and learner conversations

CLEARLY DEFINED MEASURE OF SUCCESS.
ENSURE LEARNER VOICE IS REPRESENTED WITHIN MEASURES.

RAG:

REVIEW
SUCCESS

YEAR: 2026-2027

COURAGE RELATIONSHIPS VALUES RELEVANCE



A CURRICULUM
for EXCELLENCE

PRIORITY:



HOW DOES THIS SPECIFIC IMPROVEMENT PRIORITY SUPPORT THE CURRICULUM FOR EXCELLENCE PURPOSE OF FULFILLING THE 4 CAPACITIES?

LEARNERS:

- ☐ Enthusiasm and motivation for learning
- ☐ Determination to reach high standards of achievement
- ☐ Openness to new thinking and ideas
- ☐ Use literacy, communication and numeracy skills
- ☐ Use technology for learning
- ☐ Think creatively and independently
- ☐ Learn independently and as part of a group
- ☐ Make reasoned evaluations
- ☐ Link and apply different kinds of learning in new situations

INDIVIDUALS:

- ☐ Self-respect
- ☐ A sense of physical, mental and emotional well-being
- ☐ Secure values and beliefs
- ☐ Ambition
- ☐ Relate to others and manage themselves
- ☐ Pursue a healthy and active lifestyle
- ☐ Be self-aware
- ☐ Develop and communicate their own beliefs and view of the world
- ☐ Assess risk and make informed decisions
- ☐ Achieve success in different areas of activity

CITIZENS:

- ☐ Respect for others
- ☐ Commitment to participate responsibly in political, economic, social and cultural life
- ☐ Develop knowledge and understanding of the world and Scotland's place in it
- ☐ Understand different beliefs and cultures
- ☐ Make informed choices and decisions
- ☐ Evaluate environmental, scientific and technological issues
- ☐ Develop informed, ethical views of complex issues
- ☐ Make reasoned evaluations

CONTRIBUTORS:

- ☐ An enterprising attitude
- ☐ Resilience
- ☐ Self-reliance
- ☐ Communication in different ways and in different settings
- ☐ Work in partnership and in teams
- ☐ Take the initiative and lead
- ☐ Apply critical thinking in new contexts
- ☐ Create and develop
- ☐ Solve problems

(IDENTIFY 1,3,4 THE SPECIFIC IMPROVEMENT ACTIONS WHICH WILL STRONGLY IMPACT THE ABILITY OF YOUR CURRICULUM TO DEVELOP AND DELIVER THE 4 CAPACITIES AND ATTRIBUTES)

YEAR:



QUALITY INDICATORS

PRIORITY:



HOW DOES THIS SPECIFIC IMPROVEMENT PRIORITY CONNECT WITH FOCUS HGIOS QUALITY INDICATORS?

1.3 Leadership of change

- ☐ Developing a shared vision, values and aims relevant to the school and its community
- ☐ Strategic planning for continuous improvement
- ☐ Implementing improvement and change

2.2 Curriculum

- ☐ Rationale and design
- ☐ Development of the curriculum
- ☐ Learning pathways
- ☐ Skills for learning, life and work

2.3 Learning, teaching and assessment

- ☐ Learning and engagement
- ☐ Quality of teaching
- ☐ Effective use of assessment
- ☐ Planning, tracking and monitoring

3.1 Ensuring wellbeing, equality and inclusion

- ☐ Wellbeing
- ☐ Fulfilment of statutory duties
- ☐ Inclusion and equality

3.2 Raising attainment and achievement

- ☐ Attainment in literacy and numeracy
- ☐ Attainment over time
- ☐ Overall quality of learners' achievement
- ☐ Equity for all learners

DETAIL ANY OTHER FOCUS QUALITY INDICATOR:



SCHOOL SELF EVALUATION SUMMARY

(IDENTIFY 1,3,4 THE SPECIFIC IMPROVEMENT ACTIONS WHICH WILL STRONGLY IMPACT THE DEVELOPMENT OF HGIOS QUALITY INDICATORS)

YEAR:

COURAGE RELATIONSHIPS VALUES RELEVANCE

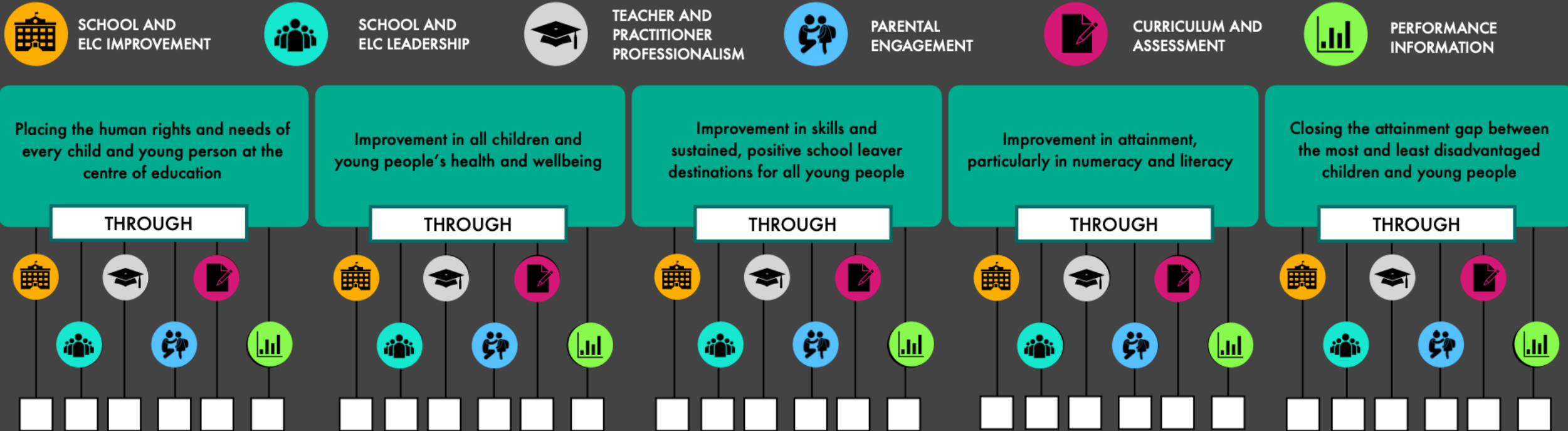


NATIONAL IMPROVEMENT FRAMEWORK

PRIORITY:



HOW DOES **THIS SPECIFIC IMPROVEMENT PRIORITY** CONNECT WITH NATIONAL IMPROVEMENT FRAMEWORK PRIORITIES AND DRIVERS?



(SELECT ☒ NIF PRIORITIES AND THE RELATED DRIVER(S) THAT YOU ARE CONFIDENT WILL BE **STRONGLY IMPACTED** BY THE **ACHIEVEMENT OF THE IDENTIFIED SCHOOL IMPROVEMENT PRIORITY**)

YEAR:

COURAGE RELATIONSHIPS VALUES RELEVANCE



**BIGGER
PICTURE**

WHAT (POSSIBLE) FUTURE SCHOOL IMPROVEMENT PLANS ARE **IMPORTANT TO NOTE?**



YEAR2

Curriculum improvement cycle: January 2027 – June 2028 – Sharing and adopting phase

YEAR3

Curriculum improvement cycle: January 2027 – June 2028 – Sharing and adopting phase

YEAR4

(YOU MAY CHOOSE TO INCLUDE PLANNED OR EXTENDED PARTNERSHIPS, KNOWN DEVELOPMENTS AND CONTINUATIONS OF THE CURRENT PRIORITY, AND SPECIFIC AREAS (E.G. CURRICULUM, NIF, UNCRC, ETHOS) IDENTIFIED FOR ATTENTION. **ENSURE LEARNER VOICE IS REPRESENTED WITHIN FUTURE PLANS.**

YEAR: **2026/27**



PEF
STATEMENT

PUPIL EQUITY FUNDING: Tackling the attainment gap between the most and least advantaged children



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 to improve literacy, numeracy and health and wellbeing.

Please follow this link  to view our PEF Summary and find out more about our use of funding.