

# **CARMONDEAN PRIMARY SCHOOL SCHOOL IMPROVEMENT PLAN**



**RESPECT – ACHIEVE – INCLUDE - NURTURE**

# 2025 / 2026

## Factors Influencing the Improvement Plan

### **School Factors**

Addressing Action Points identified in school's Self Evaluation procedures  
Cluster Improvement Priorities  
Equity Priorities  
New Principal Teacher and Admin Assistant  
Multiple composite class structure  
Decrease in classes

### **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

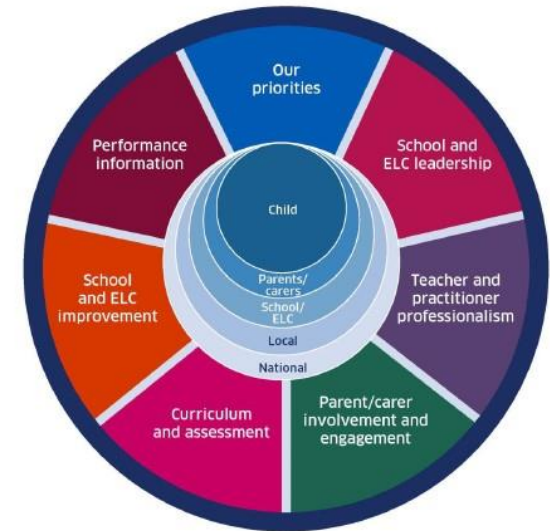


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### National Factors

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? 4<sup>th</sup> 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



## Vision, Values and Aims

### Our Vision

At Carmondean Primary School, our vision is, **'To be a vibrant learning community where we work together to support each child to reach their fullest potential.'** This vision is shared by our whole school team, our learners, and their parents/carers.

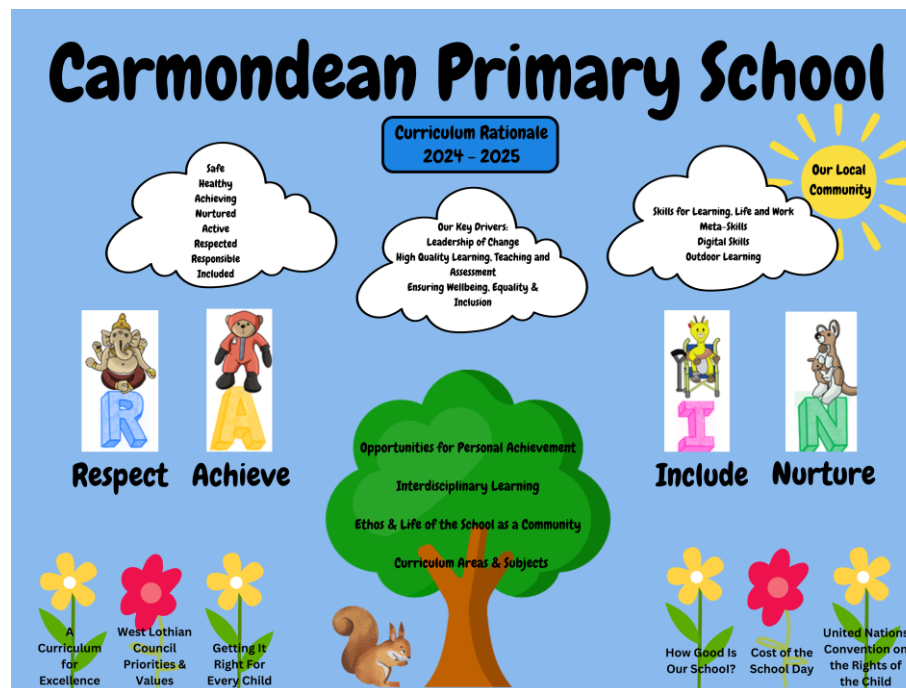
### Our Values

Our values are what makes Carmondean Primary School the unique learning environment that it is and have been decided in consultation with all stakeholders. They are **Respect, Achieve, Include and Nurture**. These values permeate our culture and ethos, our curriculum and everything we do at Carmondean – we live and breathe them.



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## Curriculum Rationale



As does every school in Scotland, Carmondean Primary School follows Curriculum for Excellence overseen by the Scottish Government, Education Scotland, and West Lothian Council. Curriculum for Excellence (CfE) aims to give all learners four capacities: to be a 'Successful Learner', to be an 'Effective Contributor', to be a 'Responsible Citizen' and to be a 'Confident Individual'. CfE aims to develop these capacities in our learners through the four contexts for learning, i.e., Curriculum areas and subjects; Interdisciplinary learning; Ethos and life of the school and Opportunities for personal achievement. CfE aims to deliver a broad general education in the early and primary school years through a skills-based curriculum based on eight curriculum areas: Expressive Arts; Health and Wellbeing; Languages (including English, Gàidhlig, Gaelic learners and modern languages); Mathematics; Religious and Moral education; Sciences; Social Studies and Technologies. As well as these curriculum areas, opportunities are planned for to develop skills for learning, skills for life and skills for work. Within this broad description, Carmondean Primary School interprets CfE for our unique context and our individual learners.



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

### **a) Background - The context for the learners in our school**

Carmondean Primary School is a non-denominational school serving the community of Carmondean, Livingston within the Deans Community High School Cluster. The current roll is 312 children in the Primary School and 30/20 children in the Early Learning Centre (ELC). The school benefits from a mixed catchment area with a Free Meal Entitlement of 23%. Our roll is made up of 28% Quintile 1, 20% Quintile 2, 21% Quintile 3, 8% Quintile 4 and 22% Quintile 5 (1% are undefined).

The Primary School has 12 classes and provides Early Learning and Childcare (ELC) for morning, afternoon and full-day sessions. Staffing consists of a Head Teacher, Depute Head Teacher, 1 Principal Teacher, 15 class teachers (6 part-time), 1 Nurture teacher, 2 part-time Additional Support Needs teachers and 7 Pupil Support Workers. The school also benefits from having 1 specialist teacher for PE and 1 teacher for Digital Technology. The ELC is led by the Depute Head Teacher and supported by 2 full-time Early-Years Officers and an Area Support Manager. There are also 3 full-time ELC practitioners, 4 part-time ELC practitioners and 3 Pupil Support Workers. The school is well supported by external agencies, for example, Speech and Language Therapy, Educational Psychology.

Carmondean Primary School is a Rights Respecting School (Gold) and is well-regarded in the community and by its partners. The school is also supported by a Parent Council and a Parent Staff Association, the Carmondean Committee.

### **b) Data to identify the universal and targeted School Improvement Plan Priorities (SIP)**

Our 2024-2025 data shows that most children are achieving expected levels in Literacy and Numeracy at P1, P4 and P7. Almost all learners across P1-P7 are achieving expected levels in Listening and Talking. Targeted interventions such as daily reading, Fry's word revision, ELF time, SEAL sessions and Rich Tasks enabled children to continue to make progress in their learning across the school.

Our Quintile 1 data shows that most children are achieving within reading, writing, numeracy and mathematics with almost all Quintile 1 children achieving within listening & talking.

Looking forward, we aim to further increase our attainment within literacy through improving PM Writing, developing our targeted support for individual learners and a more focussed approach to Early Literacy Focus time. Within numeracy we aim to further develop staff confidence in moderation within numeracy and mathematics, improve staff knowledge of progression pathways and review assessment procedures.



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Within health and wellbeing, almost all of our children responded that they felt safe within school with most children feeling satisfied with our school in our pupil ethos survey. Individual needs have become a more prominent feature within our school, and we plan to improve our approach to supporting these needs.

**Table 1 - Overall Attainment Analysis  
March 2025**

|                       | <b>Attainment of ALL PUPILS - Track 3 (2024/25)</b> |                |                |                                |                 |                    |
|-----------------------|-----------------------------------------------------|----------------|----------------|--------------------------------|-----------------|--------------------|
|                       | <b>Literacy</b>                                     | <b>Reading</b> | <b>Writing</b> | <b>Listening &amp; Talking</b> | <b>Numeracy</b> | <b>Mathematics</b> |
| <b>Primary 1</b>      | 68.57%                                              | 74.29%         | 68.57%         | 80.00%                         | 65.71%          | 71.43%             |
| <b>Primary 2</b>      | 81.58%                                              | 89.47%         | 81.58%         | 97.37%                         | 92.11%          | 92.11%             |
| <b>Primary 3</b>      | 92.50%                                              | 95.00%         | 92.50%         | 100.00%                        | 97.50%          | 100.00%            |
| <b>Primary 4</b>      | 77.78%                                              | 84.44%         | 77.78%         | 95.56%                         | 84.44%          | 88.89%             |
| <b>Primary 5</b>      | 74.00%                                              | 80.00%         | 76.00%         | 94.00%                         | 84.00%          | 86.00%             |
| <b>Primary 6</b>      | 97.92%                                              | 97.92%         | 97.92%         | 97.92%                         | 95.83%          | 95.83%             |
| <b>Primary 7</b>      | 92.98%                                              | 94.74%         | 92.98%         | 96.49%                         | 85.96%          | 94.74%             |
| <b>P1-P7 Combined</b> | 84.35%                                              | 88.50%         | 84.66%         | 94.89%                         | 86.90%          | 90.42%             |

**Table 2 – Overall SIMD Summary – March 2025 (Track 3)**

| <b>Skill</b>        | <b>Quintile 1</b> | <b>Quintile 2</b> | <b>Quintile 3</b> | <b>Quintile 4</b> | <b>Quintile 5</b> |
|---------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| Reading             | 85.23%            | 90.48%            | 81.54%            | 96.15%            | 94.37%            |
| Writing             | 79.55%            | 88.89%            | 75.38%            | 96.15%            | 91.55%            |
| Listening & Talking | 94.32%            | 95.24%            | 90.77%            | 100.00%           | 97.18%            |
| Literacy            | 79.55%            | 87.30%            | 75.38%            | 96.15%            | 91.55%            |
| Numeracy            | 82.95%            | 92.06%            | 76.92%            | 96.15%            | 92.96%            |
| Mathematics         | 85.23%            | 96.83%            | 83.08%            | 100.00%           | 94.37%            |



**RESPECT – ACHIEVE – INCLUDE - NURTURE**

| Carmondean Primary School - School Improvement Planning for Ensuring Excellence and Equity                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| School priorities linked to knowledge and data as identified on previous page                                                                                                               | NIF Driver                                                                                                                                                                                                                                                                                                                                                                                       | Proposed actions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Timescale                                                                                                                                                         | Measures of Success                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Improvement in all children and young people's wellbeing:</b><br><br>Maintain a strong focus on children's health and wellbeing, working in partnership with families and our community. | <input type="checkbox"/> School and ELC Improvement.<br><input checked="" type="checkbox"/> School and ELC Leadership<br><input checked="" type="checkbox"/> Teacher and Practitioner Professionalism<br><input checked="" type="checkbox"/> Parental Engagement<br><input checked="" type="checkbox"/> Curriculum and Assessment<br><input checked="" type="checkbox"/> Performance Information | <ul style="list-style-type: none"> <li>Resource and launch a sensory room for children who require support with regulation throughout the day.</li> <li>Request funding from River Kids to support the development of the sensory room.</li> <li>Launch and raise awareness of our updated Positive Relationships Policy.</li> <li>Update our termly HWB trackers to include space for children to detail their reasons for specific self-assessment.</li> <li>All staff to engage with the Circle document to support the development of an Inclusive classroom.</li> <li>Families will be consulted on the most effective way to increase parental engagement. Refresh our opportunities for parental engagement across the session.</li> <li>Relaunch the Values Mascots and create stories for each mascot (competition).</li> <li>A video, walking bus and assemblies will increase community awareness of the importance of school attendance.</li> </ul> | December 2025<br><br>December 2025<br><br>June 2026<br><br>September 2025<br><br>June 2026<br><br>June 2026<br><br>October 2025<br><br>June 2026<br><br>June 2026 | <ul style="list-style-type: none"> <li>Staff questionnaires report that almost all staff feel learners have a shorter recovery time from dysregulated behaviours with specified children.</li> <li>If funding is successful a STAR will be completed to assess the impact of the spend.</li> <li>Almost all staff report an increase in confidence in using the Positive Relationships Policy.</li> <li>Almost all staff report an increase in meaningful Trusted Adult conversations.</li> <li>Almost all staff report an increase in confidence with using the Circle document.</li> <li>Increased attendance at events across the school year.</li> <li>Questionnaire will show that the majority of children are aware of our school values.</li> <li>Overall attendance will be in line with WLC's stretch aim of 93% or above.</li> <li>Pupils report an increase in motivation to achieve house points.</li> </ul> |



**RESPECT – ACHIEVE – INCLUDE - NURTURE**

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|                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>Relaunch our house points system across the school using funds from the June 2025 fundraiser.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p><b>Raising attainment for all, particularly in literacy and numeracy(universal):</b></p> <p>Raising attainment in Literacy and Numeracy through consistent Learning, Teaching and Assessment.</p> | <input checked="" type="checkbox"/> School and ELC Improvement<br><input checked="" type="checkbox"/> School and ELC Leadership<br><input checked="" type="checkbox"/> Teacher and Practitioner Professionalism<br><input checked="" type="checkbox"/> Parental Engagement<br><input checked="" type="checkbox"/> Curriculum and Assessment<br><input checked="" type="checkbox"/> Performance Information | <ul style="list-style-type: none"> <li>Implement an Early Literacy Focus time within P1.</li> <li>Build staff capacity to support writing in P6 using digital tools.</li> <li>Adapt out Support for Learning model to provide support for all classes with a Literacy and Numeracy focus.</li> <li>Develop an Equity Strategy to ensure consistency in support for all learners.</li> <li>All staff to engage with developing Numeracy across the Deans cluster.</li> <li>Provide training and support the implementation of the White Rose Maths resource.</li> <li>Increase staff capacity around using Education services Power Bi app to identify gaps Literacy and Numeracy attainment and use a range of Equity tools and approaches to support individuals.</li> <li>Improve the use of PM Writing and adapt this resource to suit the context of our school.</li> </ul> | <p>June 2026</p> <p>June 2026</p> <p>June 2026</p> <p>April 2026</p> <p>June 2026</p> <p>June 2026</p> <p>June 2026</p> <p>June 2026</p> | <ul style="list-style-type: none"> <li>Equity &amp; Excellence meetings show an increase in attainment from Track 1 to Track 4.</li> <li>Almost all staff report an increase in engagement in writing for identified learners.</li> <li>Equity &amp; Excellence data, SNSA and teacher assessments show progress for identified learners.</li> <li>Our Equity Strategy will be in place and used consistently across our school. Staff report a high level of confidence in supporting equity across the school.</li> <li>Almost all staff report a high level of confidence in teaching numeracy across our school.</li> <li>Almost all staff report an increase in confidence in assessing learners within numeracy.</li> <li>Almost all staff report a deeper understanding of the holistic picture of their class.</li> <li>Almost all staff report a consistent use of PM Writing to support learners. Jotter moderation shows consistency across the school.</li> </ul> |
| <p><b>Tackling the attainment gap between the most and least advantaged children (targeted):</b></p> <p>Make effective use of additional PEF resources.</p>                                          | <input checked="" type="checkbox"/> School and ELC Improvement<br><input checked="" type="checkbox"/> School and ELC Leadership<br><input checked="" type="checkbox"/> Teacher and Practitioner Professionalism<br><input checked="" type="checkbox"/> Parental Engagement<br><input checked="" type="checkbox"/> Curriculum and Assessment                                                                | <p><i>'All West Lothian schools are committed to continuously developing their approach to ensure equity and tackle the poverty related attainment gap. Each school's <b>PEF Summary</b> 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.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                          | Documented in PEF Plan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |



**RESPECT – ACHIEVE – INCLUDE - NURTURE**

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|                                                                                                                                                                                                                   | <input checked="" type="checkbox"/> Performance Information                                                                                                                                                                                                                                                                                                                                                | <i>Please follow this link (<b>INSERT HYPERLINK</b>) to view our PEF Summary and find out more about our use of Pupil Equity Funding.'</i>                                                                                                                                                                                                                                                                                    |                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</b><br><br>Increased opportunities for children to lead their own learning across the curriculum. | <input checked="" type="checkbox"/> School and ELC Improvement<br><input checked="" type="checkbox"/> School and ELC Leadership<br><input checked="" type="checkbox"/> Teacher and Practitioner Professionalism<br><input checked="" type="checkbox"/> Parental Engagement<br><input checked="" type="checkbox"/> Curriculum and Assessment<br><input checked="" type="checkbox"/> Performance Information | <ul style="list-style-type: none"> <li>• Improve profiling across all stages and launch this with our families.</li> <li>• All staff will engage in an updated Meta-Skills Masterclass programme with a whole school theme and end product.</li> <li>• To complete our work on developing a meaningful and relevant Interdisciplinary Learning programme across our school which includes staff and learner voice.</li> </ul> | June 2026<br><br><br>June 2026<br><br><br>June 2026 | <ul style="list-style-type: none"> <li>• Families and children report positively on our profiling and almost all teachers report confidence in supporting children through the upload process.</li> <li>• Children and staff report increased engagement in Meta-Skills Masterclasses.</li> <li>• Learners report an increase in engagement and enjoyment within IDL. Almost all staff report an increase in enthusiasm and motivation when teaching IDL.</li> </ul> |



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