

CARMONDEAN PRIMARY SCHOOL SCHOOL IMPROVEMENT PLAN

2026 / 2027

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
Increase in children with Additional Support Needs
Change in role of our Nurture Teacher
New Positive Relationships Policy

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



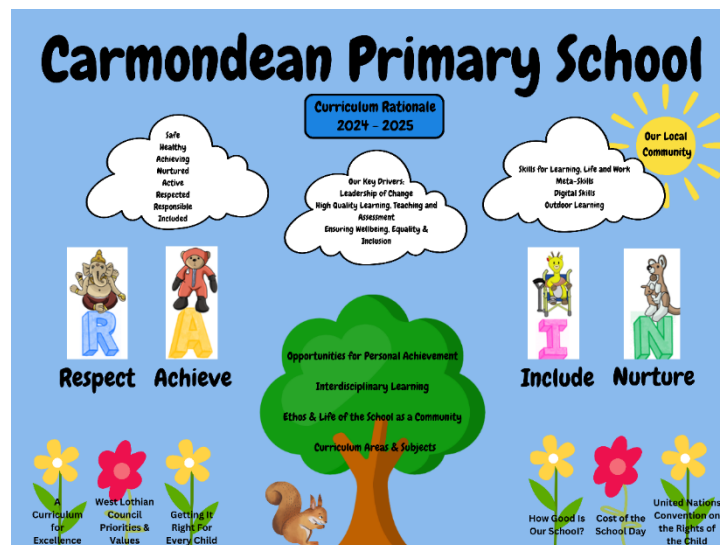
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Our Vision

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.



Contextual Data Analysis and Rationale for 2026/27 School Improvement Plan

Carmondean Primary School is situated within the Deans catchment area and serves a diverse community. The school currently has 12 classes and is led by a Head Teacher, supported by a Depute Head Teacher and a class-based Principal Teacher. Staffing includes two Support for Learning teachers, an Additional Support Needs teacher and specialist teachers for ICT and PE. The school also has an Early Learning and Childcare setting, led by an Early Years Officer. Our catchment reflects a varied socio-economic profile, with 25.68% in SIMD Quintile 1, 24.32% in Quintile 2, 21.62% in Quintile 3, 6.42% in Quintile 4 and 21.28% in Quintile 5. At Carmondean, our shared values of Respect, Achieve, Include and Nurture underpin all aspects of school life and drive our commitment to equity, wellbeing and high-quality learning experiences for all children.

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

Curriculum for Excellence – Most learners across P1–P7 are on track in both Literacy (80.95%) and Numeracy (85.71%). Universal and targeted interventions are supporting continued progress in learning. Across the majority of stages, Carmondean attainment in reading, writing, listening and talking, as well as numeracy and mathematics, is higher than the West Lothian average. At P4, P5 and P7, attainment in Literacy for Quintile 1 learners exceeds the West Lothian average for Quintile 1. In numeracy, Quintile 1 learners in P3, P5, P6 and P7 also outperform the West Lothian average.



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Early Years Trackers – Across almost all aspects of health and wellbeing, most of our preschool learners are on track. A continued focus remains on developing confidence in coping with new situations, supported by our P1 transition programme. Most learners are achieving in literacy, with almost all children able to recognise rhyme and incorporate storylines into their play. Attainment in numeracy and mathematics is also very positive, with almost all children achieving in subitising, early fractions, money, time, shape, symmetry and sorting.

Wellbeing – Almost all children reported positively across all eight wellbeing indicators, with over 97% recording a ‘green’ status for being healthy, nurtured, active and responsible. Almost all learners identified a trusted adult within the school and staff reported positively on the impact of the *Tree of Trust* and Trusted Adult electronic forms. Our Positive Relationships Policy was developed last session and will be fully launched and embedded this session.

Engagement – Almost all P1–P3 children have accessed Seesaw in school and have uploaded work to share with their families, with 79% of families having logged into their child’s account. Almost all P4–P7 learners have a Glow e-portfolio. Next session, we will further develop these to improve accessibility for families. As of June 2026, whole-school attendance is 93%, in line with West Lothian’s stretch aim for 2025–2026. The Carmondean Carriage (walking bus) has had a significant positive impact, contributing to an 18% increase in breakfast club attendance and a 73% reduction in lateness (comparing January 2026 to May 2026).

Pupil Equity – Overall Quintile 1 Literacy attainment in P1–P3 is improving, although it is not yet in line with West Lothian averages. Our early intervention approach in P1 is proving effective and we anticipate further improvement as this approach is refined and embedded. At P7, Quintile 1 combined Literacy attainment is 100%. Numeracy attainment for Quintile 1 learners in P1–P3 is more positive. Our increased focus on Numeracy at cluster level, alongside plans to further develop the ‘Building Thinking Classrooms’ approach, is expected to strengthen outcomes further. In P5 and P6, most Quintile 1 learners are achieving in Numeracy and by P7 almost all are achieving. We will continue to prioritise discussion of targeted and individual interventions through Equity and Excellence meetings, ensuring robust planning and tracking systems are in place to support the progress of all Quintile 1 learners.

What are our improvement priorities?

We will focus on strengthening inclusive practice across the school. This will include deepening staff understanding of effective differentiation, high-quality questioning and the use of digital tools to support learners, as well as amplifying learner voice to ensure our interdisciplinary learning curriculum is relevant, engaging and appropriately challenging. Leaders of Learning, Pedagogy Pioneers and Building Thinking Classrooms leads will support this work.



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Carmondean 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. To develop an inclusive curriculum that reflects our values of <i>Include</i> and <i>Nurture</i>, ensuring every child and young person feels valued, supported, and able to participate fully in their learning.	☐ School and ELC Improvement. ☒ School and ELC Leadership ☒ Teacher and Practitioner Professionalism ☒ Parental Engagement ☒ Curriculum and Assessment ☒ Performance Information	- Create and implement a whole-school "What a Carmondean Class Looks Like" inclusive practice guide. - Train Leaders of Learning and Pedagogy Pioneers to model and share inclusive practice across the school. - Establish regular peer observations and professional dialogue focused on inclusive pedagogy. - ASN/Nurture teacher to provide in-class coaching and modelling to support differentiation and inclusive strategies. - Teach and revisit HWB Indicators explicitly to support learner understanding and reflection. - Strengthen learner voice within Interdisciplinary Learning by involving pupils in planning, decision-making, and evaluation of learning. - Refresh and embed the Positive Relationships Policy to ensure consistency in practice.	May 2027 March 2027 June 2027 March 2027 June 2027 December 2026 June 2027	- Almost all staff report increased clarity and consistency in inclusive practice – Staff Questionnaire - All staff involved in this report increased confidence in inclusive pedagogy – Staff Questionnaire - Quality assurance observations and learning walks show almost all learners are supported and challenged with appropriate differentiation – Microsoft Form - All relevant staff report that this was useful in developing their support for individuals – Staff Questionnaire - All children who self-assess as red or amber will talk about their reasonings with a Trusted Adult and appropriate support given – Microsoft Form - Almost all learners report positively on Learner Voice within IDL topics – Mentimeter - All staff report that the policy has provided consistency across our school – Staff Questionnaire



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		- To gather and submit evidence for the Rights Respecting Schools Gold Award. - Adopt and further develop our Carmondean Carriage (walking bus).	June 2027 June 2027	- Gold status awarded – Certificate - All relevant families report positively on the Carmondean Carriage and lateness continues to fall compared to figures preceding the Carriage.
Raising attainment for all children and young people through inclusive and impactful pedagogy, with a particular focus on Literacy and Numeracy. To raise attainment in Literacy and Numeracy in line with our values of Achieve and Include, ensuring all children are appropriately challenged and supported.	☒ School and ELC Improvement ☒ School and ELC Leadership ☒ Teacher and Practitioner Professionalism ☒ Parental Engagement ☒ Curriculum and Assessment ☒ Performance Information	- Embed consistent and effective differentiation across all stages. - Implement a whole-school approach to high-quality questioning to increase challenge and depth of learning. - Train and support staff to lead and embed Building Thinking Classrooms approaches across the school. - Embed our flexible Support for Learning model to provide targeted, responsive support for targeted learners. - Adapt and embed targeted early intervention in P1 Literacy. - Embed the consistent use of digital tools to support Writing and remove barriers for targeted learners across P3-P7.	March 2027 May 2027 May 2027 June 2027 June 2027 June 2027	- Quality Assurance feedback shows that effective differentiation is evident in almost all observed lessons. - Almost all staff report an increase in confidence in using high quality questioning in lessons – Staff Questionnaire. - Almost all staff report a deeper understanding of Building Thinking Classrooms, and most have used aspects of it in their classroom practice – Staff Questionnaire. - Equity and Excellence meetings report progression for almost all children – E&E minutes. - Equity and Excellence meetings show an increase in combined Literacy attainment from Track 1 to Track 4. - Equity and Excellence meetings show progression in identified children's Writing ability – E&E minutes.



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		- Engage in peer observation opportunities focused on inclusive and effective pedagogy. - Ensure all classrooms provide consistent nurturing environments using visuals, routines and regulation strategies. - Increase opportunities for learner voice in planning, delivery and evaluation of learning within interdisciplinary learning contexts.	March 2027 June 2027 June 2027	- Peer observation feedback reports positively on inclusive practice (differentiation, questioning and individual plans). - All classrooms use consistent visuals, routines and engage in zones of regulation check ins – Staff Questionnaire and QA Observations. - Most staff feel confident in using aspects of consultative planning resources to include child voice within IDL planning – Staff Questionnaire, Consultative Planning Evidence.
Tackling the attainment gap between the most and least advantaged children (targeted): Strategically use Pupil Equity Funding to support equity and attainment, ensuring all learners experience respect, inclusion, nurture and achievement. Placing the human rights and needs of every child and young person at the centre of education	☒ School and ELC Improvement ☒ School and ELC Leadership ☒ Teacher and Practitioner Professionalism ☒ Parental Engagement ☒ Curriculum and Assessment ☒ Performance Information	<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 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.</i> <i>Please follow this link (INSERT HYPERLINK) to view our PEF Summary and find out more about our use of Pupil Equity Funding.'</i>		Documented in PEF Plan
Meeting the needs of all children and young people through inclusive and impactful pedagogy, with a particular focus on curriculum making.	☒ School and ELC Improvement ☒ School and ELC Leadership ☒ Teacher and Practitioner	- Staff will gain a comprehensive understanding of the rationale, structure and implementation of Scotland's Curriculum Framework. - Increase knowledge and understanding of The Know Do Understand (KDU) Model.	June 2027 June 2027	- Staff Questionnaires - Socrative Form



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By June 2027, all staff will have engaged in technical frameworks published by the Curriculum Improvement Cycle and show increased confidence in their understanding of curriculum making.	☑Parental Engagement ☑Curriculum and Assessment ☑Performance Information	• Increase knowledge and understanding of a concept-based curriculum whereby learning is organised around transferable concepts rather than fixed content. • Staff will be familiar with the new curriculum materials (final guidance, final KDU model and the facilitation and reflection tools). Phase 1 Planning for sustainable professional learning to build confidence in curriculum making (Class Teachers). Planning for sustainable professional learning to confidently lead the process of curriculum making (Leaders). Phase 2 Planning for sustainable professional learning on curriculum making at school level (Class Teachers). Planning for sustainable professional learning on how to lead curriculum making at school level (Leaders).	June 2027 June 2027	
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