

WINDYKNOWE PRIMARY SCHOOL SCHOOL IMPROVEMENT PLAN



2026 / 2027



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Factors Influencing the Improvement Plan

School Factors

Addressing Action Points identified in school's Self Evaluation procedures
Cluster Improvement Priorities
Equity and PEF Priorities from equity self-evaluation materials 2026

Local Authority Factors

Moving Forward in Your Learning Guidance – Meeting Learners Needs
Raising Educational Attainment Strategy (23-28) - [WLC Raising Educational Attainment Strategy 2023-28.pdf](#)
West Lothian Council Corporate Plan (23-28) - [WLC Corporate Plan 2023 05 30.pdf](#)
Education Services Management Plan (23-26) - [Service Improvement Plan Education Services 2023-26.pdf](#)
West Lothian Parental Involvement and Engagement Framework
Equity and Pedagogy Teams; Additional allocation
West Lothian Stretch Aims
West Lothian Priorities - Literacy and Numeracy, HWB

National Factors

Achieving Excellence and Equity 2026: National Improvement Framework - [2026 National Improvement Framework](#)
Included, Engaged and Involved Series – Attendance, Behaviour and Curriculum
Presumption to provide education in a mainstream setting 2019
Support for Learning: All our Children and All their Potential (ASL Review) 2020; [Additional support for learning - Schools - gov.scot](#)
GTCS professional standards and professional update 2021
[Pupil Equity Funding](#): National Operational Guidance 2026/7
Education Scotland '[Pupil Equity Funding: Looking inwards, outwards, forwards – sharing effective practice to maximise support for learners and practitioners](#)'
How Good is Our School? 4th Edition - [How Good is Our School \(4th edition\)](#); How Good is OUR School? [How good is OUR school? Part 1](#)
Quality Improvement Framework for ELC and Childcare Sectors - [Quality improvement framework for the early learning and childcare sectors | Inspection frameworks | His Majesty's Inspectorate of Education in Scotland](#)
Realising the Ambition - [realisingtheambition.pdf](#)
UNCRC; Getting it Right for Every child (GIRFEC); Child Protection Procedures
Curriculum Improvement Cycle - [The Curriculum Improvement Cycle \(CIC\) | About Curriculum for Excellence | Curriculum for Excellence | Education Scotland](#)
Moderation Cycle and Assessment
Developing Scotland's Young Workforce

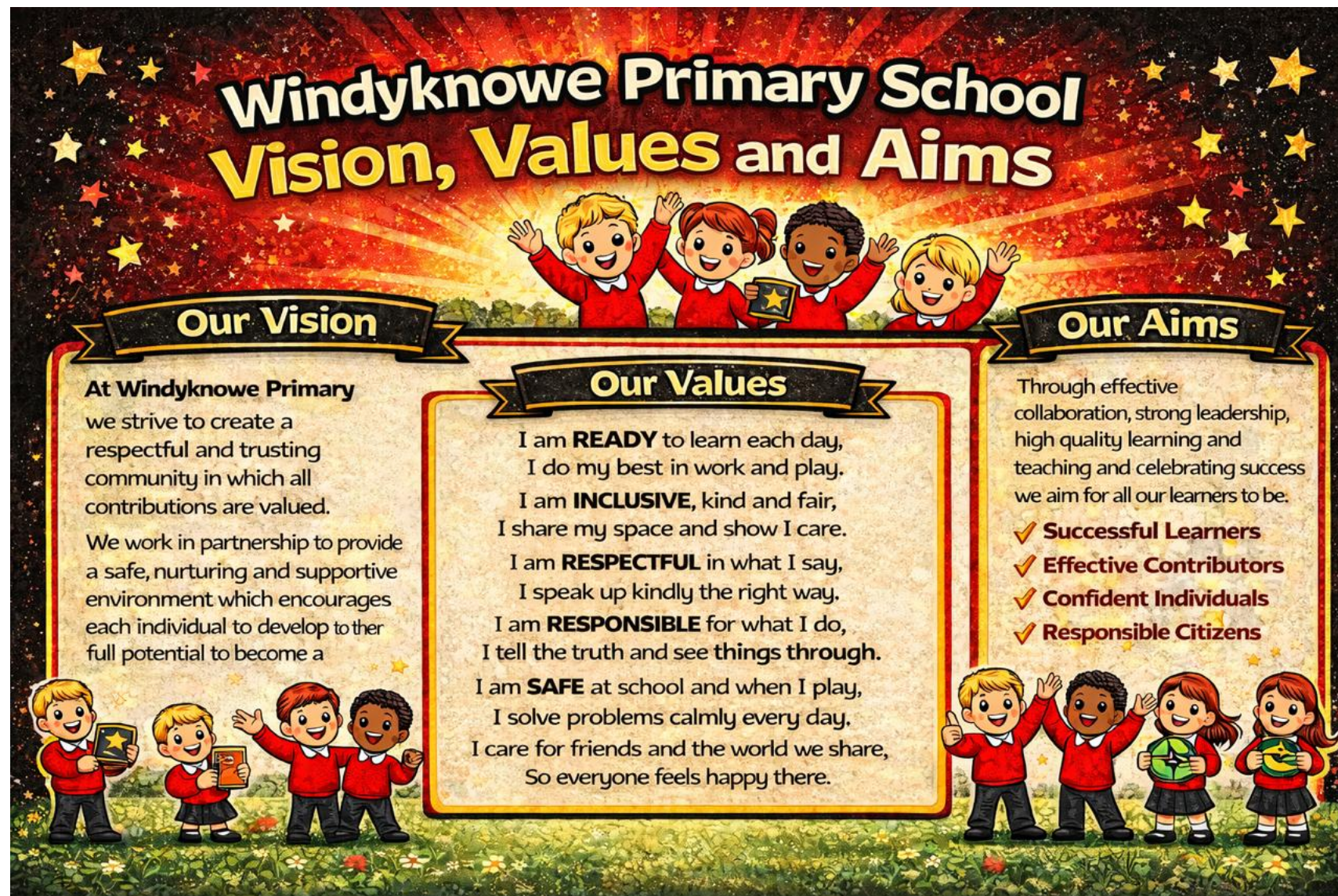


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Curriculum Rationale

Our refreshed curriculum rationale reflects the local authority commitment to Agile Learning. We prioritise authentic fulfilment of the four capacities: successful learners, confident individuals, responsible citizens and effective contributors and contexts for learning: opportunities for personal achievement, Interdisciplinary learning, ethos and life of the school as a community and curricular areas and subjects, with clear reference to 'Scotland's Curriculum - A Refreshed Narrative'. Our aspiration is to provide a dynamic and flexible curriculum which is fit for purpose in preparing all learners gain the knowledge, skills and attributes needed for life in the 21st century, to take their place in a modern multilingual society and economy by providing many opportunities to develop skills for learning, skills for life and skills for work with a continuous focus on the core subjects: literacy, numeracy and health and wellbeing which permeate the curriculum.

We aspire to deliver excellence in learning, teaching and assessment by creating a curriculum which is designed to:

- nurture and encourage positive relationships across the learning community which are based on our core values
- focus on the needs of the learner
- actively engage our pupils in their own learning
- provide relevant and meaningful learning experiences
- include the 7 principles of: breadth, depth of learning, challenge and enjoyment, personalisation and choice, progression, coherence and relevance throughout the broad general education
- maximise learner's potential, by providing them with appropriate pace, support and challenge
- create smooth progression through transitions and levels to ensure the opportunity of attainment and achievement at the highest level for all
- further develop a 'can do' attitude in all learners
- We 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 approaches prioritising authentic fulfilment of the four capacities and contexts for learning, within the Refreshed Narrative. See link below to the 'Resources to support the refreshed CfE Narrative'. <https://education.gov.scot/improvement/learning-resources/resources-to-support-the-refreshed-curriculum-for-excellence-narrative/>

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](#)

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



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Windyknowe Primary School currently has a roll of 383 pupils, with 206 boys and 177 girls, and recorded an average attendance of 91.75% in session 2025–2026. The school will operate with a 13-class structure next session, alongside an Early Learning Centre providing for 51 learners, offering flexible full-day, morning or afternoon sessions over 50 weeks of the year since the expansion in August 2020. Children join Primary 1 from a range of local early years settings, and our associated secondary school is Armadale Academy, supporting smooth transitions for learners. The Senior Leadership Team, comprising the Head Teacher, Depute Head Teacher and Acting Principal Teacher, work collaboratively with staff to drive school improvement, focusing this year on vision and values, pupil voice, curriculum design, and the quality of learning, teaching and assessment. Our learners are happy, confident and caring, with a strong voice in shaping their school; they contribute enthusiastically to improvements and are eager to learn, resulting in good progress across the curriculum. The leadership team continues to create positive conditions that support staff to build on their strengths and further improve outcomes for all learners.

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

CfE - C of S,

Across the school, attainment data shows that most to almost all learners are achieving expected levels, with clear strengths in listening and talking and generally strong performance in numeracy and maths. In P1, a majority of learners are achieving expected levels across all areas. In P2, most learners are achieving expected levels in literacy, representing a clear strength across literacy. In P3 and P4, most learners are achieving expected levels across all measures, with a strength in numeracy and mathematics in P3. In P5, most to almost all learners perform strongly in numeracy, but combined literacy is weaker, suggesting a need to improve consistency and application of literacy skills. In P6 and P7, most learners are achieving expected levels across all areas and are close to being almost all. In terms of gender girls outperform boys in all areas. 85.16% of our children are on Continuum of Support Level 1, 9.71% are level

Early Years Trackers

In our Early Learning Centre most of our N4 children making good progress within early level in literacy, numeracy and health and wellbeing. There is a similar trend with our N5 children with a few of them exceeding national benchmarks.

Wellbeing

Health and Wellbeing check ins demonstrate that almost all of our children feel safe, healthy, achieving, nurtured, active, responsible, respected and included.

Engagement

Our attendance sits in line with the West Lothian Council average of 91.75%. Most to almost all children are actively engaged in their learning. All children are involved in a school decision making group. We utilise digital technologies to enhance learning and currently have a Bring Your Own Device scheme in P4-7.

Pupil Equity

We have identified learners who would benefit from additional support in a variety of areas. We have a food and clothes bank available. Participatory Budgeting has allowed us to organise a session of Generation Science for all learners. We have also employed four support staffs who have delivered interventions in literacy, numeracy and health and wellbeing across the year. A sensory room and garden has been developed from which learners are benefiting from.

Any other relevant data to your school context

Ethos surveys demonstrate that staff find it rewarding to work at Windyknowe and feel valued as part of the school community. To develop further we will like at liaising with other colleagues to look outwards and learn from others, further develop our approaches to behaviour management and provide more leadership opportunities for school based



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support staff. Parents and carers feel that their child is safe and respected in school and find school staff approachable. Children's surveys echo this and also show that they feel they are getting on well with their work and are taught to make healthy choices.

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

Based on a thorough analysis of all available data, we have identified a number of key priorities for our school. We will strengthen inclusive practice and wellbeing by embedding nurturing approaches, promoting pupil voice, and developing rights-based learning and real-life skills so that every learner feels supported, engaged, and empowered. We will improve attainment in literacy and numeracy by ensuring consistently high-quality learning, teaching and assessment, supported by the effective use of data and targeted professional learning for staff. We are committed to reducing the poverty-related attainment gap through robust use of data to identify need, implement targeted interventions, and carefully track the progress of identified learners. By June 2027, all staff will have engaged with the technical frameworks of the Curriculum Improvement Cycle, building confidence and expertise in curriculum design. Alongside this, we will develop a coherent, well-planned and progressive curriculum, underpinned by strong professional collaboration and informed by data, to ensure consistency and high-quality learning experiences for all pupils at every stage.



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Windyknowe 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) Strengthen inclusive practice and wellbeing by embedding nurturing approaches, pupil voice, rights-based learning and real-life skills to ensure all learners feel supported, engaged, and empowered (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	How will an inclusive and impactful approach to pedagogy strengthen the health and wellbeing curriculum to support all learners? How will you support student and staff HWB? How will this reflect the UNCRC (areas within the UNCRC toolkit)? How will this reflect learners at the centre? - Further enhance consistent, well-planned SfL alongside targeted HWB supports - Reintroduce and embed skills academies and DYW experiences to develop life skills, meta-skills, and real-life learning - Deliver a progressive HWB curriculum including rights-based learning (UNCRC) and the TAMS approach across all stages - Increase pupil voice and leadership through refreshed leadership groups, learner-led activities, and shared decision-making - Embed outdoor learning and creative, engaging learning experiences across all stages - Further develop partnerships with families and the wider community to support real-life and contextualised learning - Allocate responsibility for shared indoor/outdoor spaces to promote belonging, responsibility, and wellbeing - Plan and deliver a programme of whole-school HWB events and themed learning opportunities		How will you baseline where you are in order to measure next steps and impact? Regularly review and analyse data from your measures. Attendance reaches $\geq 93\%$ overall, with targeted pupils improving by 3–5%, and behaviour incidents reduce by $\geq 20\%$ Almost all pupils report feeling safe, included, and supported (survey data) Almost all pupils can articulate rights, targets, and meta-skills Almost all identified pupils receive targeted HWB support, with termly tracked progress Nurturing, inclusive approaches evident in 100% of classes during observations Almost all pupils participate in leadership, skills academies, or HWB experiences
Raising attainment for all children and young people through inclusive and impactful pedagogy, with a particular focus on Literacy and Numeracy Improve attainment in literacy and numeracy through consistent, high-quality learning, teaching and assessment approaches, underpinned by effective use of data and targeted professional learning (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	How will an inclusive and impactful approach to pedagogy strengthening the curriculum, 4 capacities and support all learners? Building on available data (including CfE levels) outline proposed actions to support and challenge all learners? How will this reflect the UNCRC (areas within the UNCRC toolkit)? How will this reflect learners at the centre? - Embed a consistent whole-school Learning, Teaching and Assessment framework, including high-quality formative and summative practices - Implement consistent literacy and numeracy planning approaches, including progression pathways and Reading Schools accreditation - Introduce and use baseline and ongoing assessments to track progress and measure value added		How will you baseline where you are in order to measure next steps and impact? Regularly review and analyse data from your measures. CfE attainment improves by +10% in reading, writing, and numeracy with most being on track Almost all pupils show measurable value added from baseline data Almost all staff use consistent LTA and formative assessment strategies



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		• Use assessment evidence to inform high-quality planning, differentiation, and next steps in learning • Deliver targeted CLPL to develop staff confidence and skills in pedagogy (e.g. literacy, numeracy, digital, outdoor learning) • Strengthen moderation practices to ensure consistency and reliability of assessment judgements • Embed a robust QA/QI cycle including peer observations and sharing of effective practice • Provide opportunities for staff to collaborate and learn from best practice within and beyond the school • Develop our approaches to using Emerging Literacy pedagogy • Explore and introduce the use of standardised assessments across literacy and numeracy		Most pupils can articulate progress and next steps High-quality teaching (feedback, challenge, differentiation) evident in almost all of observed lessons
Tackling the attainment gap between the most and least advantaged children (targeted): Reduce the poverty-related attainment gap by using robust data and assessment approaches to identify need, implement targeted interventions, and carefully track progress for identified learners (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> • Use a consistent data-driven approach (including Power BI) to identify, track, and support targeted learners • Implement baseline and ongoing assessment processes to monitor progress of identified groups • Deliver targeted interventions informed by data, moderation, and planning discussions • Use nurture and targeted HWB support to address barriers to learning for identified pupils • Track and evaluate the impact of interventions through value-added measures • Ensure targeted learners benefit from high-quality teaching, differentiation, and support strategies • Strengthen staff understanding and use of data to inform targeted planning and support • Regularly review and adapt approaches to ensure equity and improved outcomes for all learners • Develop approaches to challenging more able learners		Documented in PEF Plan Attainment gap reduces by $\geq 10\%$ between identified groups and peers Most of targeted pupils demonstrate measurable progress from baseline Attendance of targeted pupils is within 10% of school average Most targeted interventions show positive impact through tracking data Staff can evidence impact of support for almost all targeted learners Targeted strategies and adaptive teaching observed in almost all relevant lessons



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Meeting the needs of all children and young people through inclusive & impactful pedagogy, with a particular focus on curriculum making 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 Develop a coherent, well-planned and progressive curriculum framework, supported by effective use of data, professional learning, and collaborative planning, to ensure consistency and high-quality learning experiences across all stages (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	How will an inclusive and impactful approach to pedagogy support curriculum development meeting the needs of all children and young people? Phase 1 Planning for sustainable professional learning to build confidence in curriculum making (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 (teachers) Planning for sustainable professional learning on how to lead curriculum making at school level (leaders) - Review and implement a coherent whole-school curriculum framework, including planning formats, timetables, and progression pathways - Provide protected time for staff and curriculum leads to plan, review, and develop high-quality learning, including IDL - Establish clear structures for CAT, moderation, and curriculum development to support improvement priorities - Embed consistent use of data and assessment evidence to inform curriculum planning and design - Promote professional autonomy, collaboration (RCCT/team teaching), and effective use of staff strengths - Plan and deliver whole-school and cross-stage learning (e.g. events, vertical learning, interdisciplinary projects) - Create and maintain high-quality, inclusive learning environments and effectively utilise all school spaces - Invest in professional learning that supports curriculum innovation, digital skills, and effective pedagogy		How will you baseline where you are in order to measure next steps and impact? Regularly review and analyse data from your measures. All staff use agreed planning formats and progression frameworks consistently All staff participate in CLPL and curriculum development activities All curriculum areas demonstrate clear progression pathways (validated mid-session) Most pupils report learning is engaging, relevant, and connected Inclusive, purposeful learning environments evident in all classrooms Interdisciplinary and collaborative learning (RCCT/vertical learning) observed at least termly across all stages



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