


Inveralmond Community High School

School Improvement Plan

2025-2026




**INVERALMOND COMMUNITY
HIGH SCHOOL**


OUR VISION


AS A COMMUNITY WE ARE WORKING TOGETHER TO BECOME
INSPIRED AND FULFILLED INDIVIDUALS WHO:

- ACHIEVE TO THE BEST OF OUR ABILITIES
- CONNECT TO THE WORLD AROUND US
- THRIVE NOW AND IN THE FUTURE

OUR VALUES



RESPECT



KINDNESS



HONESTY

OUR PURPOSE

WE WANT OUR LEARNERS TO


ACHIEVE


CONNECT


THRIVE

ACHIEVE

BE CREATIVE
BE CRITICAL THINKERS
BE RESILIENT

CONNECT

BE SOCIALLY AWARE
BE ABLE TO WORK IN TEAMS
BE EXCELLENT COMMUNICATORS

THRIVE

HAVE SELF-EFFICACY
HAVE A GROWTH MINDSET
BE ABLE TO SELF-MANAGE

Inveralmond Community High School is a comprehensive non-denominational school situated in the Ladywell area of Livingston. The school roll in 2024-2025 comprised approximately 1008 pupils and the school's free meal entitlement (FME) for the session was around 29%. Our young people come from a wide SIMD profile, with 28% of our young people from quintile 1 and 72% of our young people from quintile 1 and 2. The Senior Leadership Team (SLT) consists of the Head teacher and 2 Depute Head teachers, and an Area Business Manager. The Extended Leadership Team (ELT) consists of 6 Principal Teachers Curriculum each with responsibilities for Curricular Areas and 3 Principal Teacher Curriculum (Pupil Support) with House responsibilities. House Principal Teachers are supported by an additional 3 Principal Teachers (Pupil Support) with a targeted support caseload. The school supports leadership at all levels and opportunities exist for development in various areas. The school has 6 associated primary schools drawing a comprehensive mix of students. There is a close relationship among the schools in the cluster. The Head teachers meet regularly to plan shared curricular progression, discussing areas of commonality and reviewing curricula to aid our transition programme.

At Inveralmond we have a wide range of approaches to achievement both in and out of school. These are enabling young people to achieve very well and develop important skills, attributes, and capabilities in preparation for a successful life beyond school. We believe in celebrating not only success in relation to attainment but also wider achievements. We encourage our young people to flourish, to have high expectations and self-esteem in order to prepare them for life and work. Our key purpose is to provide all our young people with a coherent curriculum, high quality learning and teaching, rich opportunities for achievement and attainment and a strong sense of community and shared values. We are committed to preparing our young people for successful futures and life in the 21st Century. We are an inclusive school, and we adopt a collegiate approach, working well together to ensure we inspire the best possible outcomes for our young people.

The school was inspected in Session 2022-2023 and HMIE gave the school a rating of 'good' for Quality Indicator 2.3: Learning, Teaching and Assessment, and a rating of 'good' for Quality Indicator 3.2: Raising Attainment and Achievement. The school has made significant progress in these areas in session 2024-2025 and continues to work towards the next level in both in line with the West Lothian Raising Educational Attainment Strategy 2023-2028:

Outcome 1 – Learning and Curriculum

Ensuring every child and young person experiences varied, vibrant and challenging learning experiences which are built on the provision of high quality and inclusive learning, teaching and assessment. Fundamental to this is the design and implementation of a curriculum that creates the conditions, culture and ethos for all four capacities (successful learners, confident individuals, responsible citizens and effective contributors) to thrive and be equally valued.

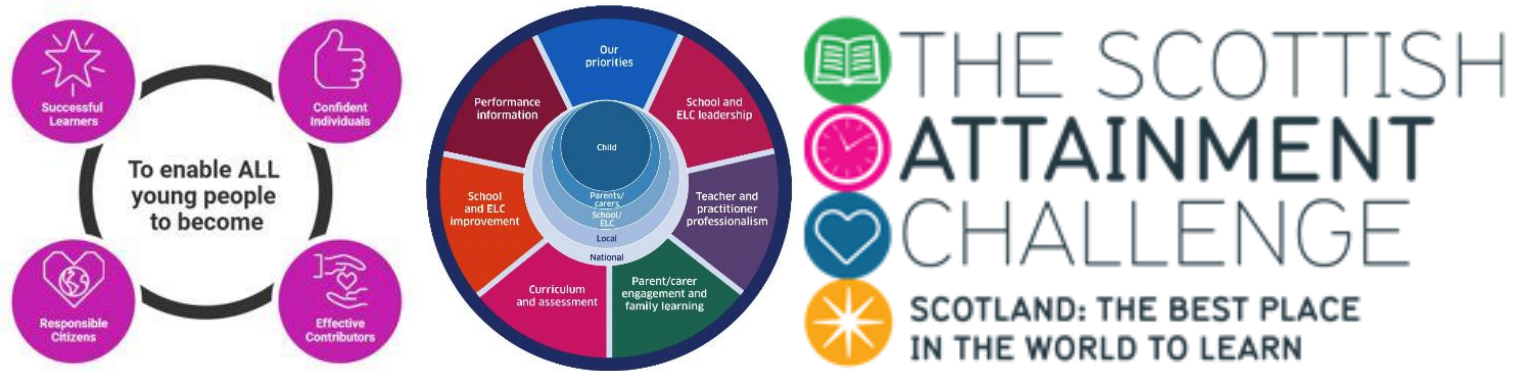
Outcome 2 – Wellbeing, Inclusion and Attendance

Improving wellbeing, inclusion and attendance for all children and young people, promoting confidence, independent thinking and resilience. Fundamental to this is working with families and partners to support the highest possible levels of engagement and equity for all. Improving health and wellbeing for all children and young people will lead to raised educational attainment and achievement, ensuring that learning promotes confidence, resilience, engagement, independent thinking and positive mindsets which in turn increase personal, social, cultural and economic opportunities.

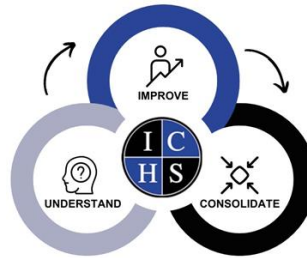
Inverlmond Community High School School Improvement Planning is in line with local and national policies listed below. As a school we aim for excellence and equity in line with our own vision and values.

National Improvement Framework

West Lothian Raising Education Attainment Strategy 2023-2028



Summary of Priorities 2025-2026



Improve:

- Supporting wellbeing and inclusion leading to improved attendance
- Working towards Very Good for Learning, Teaching and Assessment
- Improving Literacy and Numeracy for all
- Improving our S1 and S2 Curriculum
- Continuing to raise attainment across all measures
- Embed consistency of classroom routines
- Continue to build positive relationships in line with our Rights Respecting School status

Consolidate:

- Improve our Senior Phase Tracking and reporting system
- Consult and act on changes to develop a culture of aspiration
- Continue to refine our S3 curriculum
- Continue to develop Employability skills (including SCQF, developing the young workforce, School Leaver Destination Return)

Understand:

- How effective is our SCQF and Wider Achievement offer?
- How can we continue to align our Assisted Arrangements system to BGE support systems?
- How best can we engage our parent/carers and wider community?
- How best can we integrate the My World of Work resource into the pupil experience?
- How can we continue to refine learner pathways process to create success for all?

Priorities for Improvement

1.3

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
Inveralmond provides high-quality in-house CLPL which develops classroom practice	1.3	Capture all PRD Data for strategic use	Term 4 and Term 1	K Varty D Young	Staff feedback	
		Link PRD data to in-house CLPL	Ongoing	K Varty D Young	Staff feedback	
Inveralmond provides a high-quality leadership CLPL programme which develops leadership skills at all levels.	1.3	Establish a leadership group who will embark on the inaugural ICHS Leadership programme.	Ongoing	H Shankland	Staff feedback	

2.2

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
Almost all young people experience pace and challenge in S1 and S2. S1 and S2 experiences and outcomes are relevant, and progress to S3.	2.2	Curricular development time focussed on S1 and S2.	Ongoing	K Varty PTC Curriculum	BGE Tracking	
		Curricular development is reflected in our BGE Tracking.	Term 1	K Varty	BGE Tracking	
		Our activities align to the national Curriculum Improvement Cycle	Ongoing	K Varty	n/a	
Almost all young people are aware of and can articulate the skills they are learning in their curriculum.	2.2	Skills are planned for in our curriculum	Ongoing	K Varty	Lesson Observation Data	
		Implementation of new My World of Work profiling tool.	Ongoing	S Higgins	Lesson observation Data Pupil Voice	
	2.2	Standardised literacy code implemented	Ongoing	K Varty E Thorburn	Lesson observation Data	

There is a consistent approach to writing across the school leading to learners being able to identify literacy as a key skill.				PEF Literacy Staff	Pupil voice	
		Moderation of writing across the curriculum	Inset	E Thorburn PEF Literacy Staff	Staff feedback BGE Data	
Pupils experience cohesive languages transition	2.2	Switch L2 to Spanish through collaboration with cluster primaries on curriculum pathways and opportunities for collaborative understanding	Term 1	K Varty E Thorburn	Pupil voice	
Continue to develop Literacy and Numeracy skills from P7 transition to SP, ensuring that every young person is supported to develop Literacy and Numeracy skills at the highest possible level.	2.2	Cluster approach to Maths and numeracy.	Ongoing	K Varty J Ward	Improvements in BGE Maths and Numeracy Data	
		Cluster implementation of paired reading.	Term 3 and 4	K Varty E Thorburn	BGE Reading Data	

2.3

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
Almost all young people experience learning which is differentiated, and experience pace and challenge.	2.3	Continued spotlight on Inclusive Pedagogy	CT/Inset Ongoing	K Varty D Young	Staff feedback Lesson observation data	
		Introduction of pupil voice to Faculty QA.	Ongoing	PTCs	Pupil voice	
		Spotlight focus on plenaries.	CT/Inset	K Varty D Young	Staff feedback Lesson Observation Data	

		All staff benefit from WL networks, building confidence and share highly effective practice	Ongoing	PTCs	Staff feedback	
Almost all young people are confident to take ownership of inclusion strategies.	2.3	Continued staff and pupil training in digital inclusion tools.	Ongoing	I McGinnis W Hamilton	Staff feedback Pupil feedback	

3.1

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
Data from the HWB survey is used to inform wellbeing conversations, interventions and support as well as inform the PSE programme.	3.1	Development of the PSE Curriculum	Ongoing	I McGinnis PTs Support	Pupil feedback	
		Wellbeing Centre re-model and re-launch	Term 1	I McGinnis	Pupil Feedback Wellbeing Data	
Target groups improve attendance and punctuality.	3.1	Data used to identify target groups and barriers to attendance, these groups may also be part of the Education Scotland project.	Termly	I McGinnis L Steel	Increased attendance in target groups	
		House teams/ FLW work with families to improve attendance of target groups and with families learning to manage school refusal and overall attendance with Q1 focus.	Ongoing	I McGinnis Family Link Workers	Increased attendance in target groups Q1 attendance improvements Family feedback	

	3.1	Increase number of pupils with 70%+ attendance.	Termly	I McGinnis L Steel	Increased attendance in target group	
All young people experience consistency of approach to de-escalation	3.1	All staff undertake MAYBO training.	Term 1	I McGinnis	Staff feedback	
		Short life working group consults, evolves and implements routines. Policy is updated to reflect this and in line with current practice.	Ongoing	I McGinnis	Staff Feedback Lesson Observation Data	
Family support sessions offered to support our young people and their families where needed.	3.1	Sessions supporting: Sleep, H&W, Mobile Phone use, Uniform, Anxiety, ASN information, ASN Parent/carers Support Group, Upskilling in Teams/ One Note etc will be offered to parent/carers and families to reconnect and further our education and support.	Ongoing	I McGinnis	Parent/carers feedback	

3.2

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
Maintain and improve all high-level attainment measures in line with WL raise plan.	3.2	Rigorous use of data for pathways and tracking and monitoring.	Term 1 Ongoing	H Shankland K Varty PTCs	High-level measures	

Priorities for Consolidation

2.2

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
Our S6 experience prepares learners for transition from school.	2.2	School S6 experience aligned to West Lothian S6 Experience.	Term 1	K Varty	Pupil feedback	
Pupils develop skills in line with the standard for career education through all curricular areas.	2.2	All departments continue to utilise and establish partner links which enrich the curriculum.	Ongoing	K Varty PTCs	Pupil voice feedback	
		My World of Work Tool used to support skills capture.	Ongoing	K Varty S Higgins	Pupil voice feedback	
Our PSHE curriculum is autonomous and flexible to the needs of our young people and context.	2.2	Pupil voice data used to shape and adjust the PSHE curriculum	Ongoing	I McGinnis PTs Support	Pupil feedback	

2.3

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
Almost all young people experience a consistency of approach to feedback.	2.3	Spotlight CLPL for all teaching staff.	Inset and CT	K Varty D Young		
		Changes to tracking and monitoring system.	Term 1	K Varty		
All staff are supported to develop consistency of LTA approaches in line with the school's LTA policy through	2.3	Building Thinking Classrooms in Maths.	Ongoing	K Varty D Young		

adapted professional enquiry programme.		Practitioner Enquiry model is adapted in line with consultation. Communities of Practice introduced to practitioner enquiry.				
ICHS Style guide is used consistently in all classroom and pupil resources.	2.3	Embedded at Faculty Level.	Ongoing	W Hamilton PTCs	Lesson observation data	

3.1

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
Pupils are referred into the Inspire pathways programme according to need.	3.1	HWB used to identify pupils who require Inspire intervention.	Ongoing	I McGinnis PTs Support	Pupil feedback	
Continue to improve positive destinations, including Q1, ASN and CEYP.	3.1	Partnership working in 'collaborative destination HUB.	Ongoing	I McGinnis W Hamilton	SLDR	

3.2

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
Continue to refine pathways using attainment data	3.2	All young people have a quality pathway meeting, and post results follow-up if required.	Term 1	H SHankland K Varty	High level attainment measures	

Priorities for Understanding

2.2

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
Our SCQF programme has a balance of universal and targeted qualifications.	2.2	Analysis of high level SCQF attainment measures	Term 1	K Varty	Maintenance or increase in all high-level SCQF measures	

2.3

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
What staff development needs can be met through a bespoke in-house CLPL/sharing practice programme?	2.3	Change to PRD process allows for collation and analysis of staff expertise	Ongoing	K Varty D Young	Analysis feeds into 26/27 SIP	
How can we continue to develop our professional enquiry process to ensure that it brings about consistency or approaches to LTA across the school?	2.3	Ongoing review of practitioner enquiry and communities of practice model	Ongoing	K Varty D Young	Staff feedback	

3.1

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
Our understanding of attendance and engagement allows us to plan effectively for young people at risk of disengaging.	3.1	Seek pupil and family views on attendance	Ongoing	I McGinnis L Steel	Family and pupil feedback	
Our understanding of pupil needs and AAR continues to develop allowing us to refine our processes.	3.1	Ongoing review of procedures	Ongoing	W Hamilton	Evolution of AAR system	
School enhances self-evaluation through WL Collaborative Improvement Activity.		Identify key theme for self-evaluation and improvement.	Ongoing	I McGinnis	Information feeds into 26/27 SIP	
		Use CIA data to inform 2025/2026 Plan				

3.2

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
Pupils accessing Interrupted Learners Service will achieve appropriate and stage appropriate qualifications.	3.2	Continue to develop: 1@5 SQA 1@5 SCQF 5@4 SQA	Ongoing	W Hamilton	HUB Attainment Data	