

Inveralmond Community High School: School Improvement Plan 2026-2027



**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



Aspiration

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 2025-2026 comprised approximately 980 pupils and the school's free meal entitlement (FME) for the session was around 33%. Our young people come from a wide SIMD profile, with 29% of our young people from quintile 1 and 70% of our young people from quintile 1 and 2. The Senior Leadership Team (SLT) consists of the Head teacher and 2 Depute Head teachers (expanding to 3 in session 2026/2027), and an Area Business Manager. The Extended Leadership Team (ELT) consists of 6 Principal Teachers Curriculum, and 3 Principal Teachers (Pupil Support) with House responsibilities. An additional 3 Principal Teachers (Pupil Support) have a targeted support caseload. The school has 6 associated primary schools drawing a comprehensive mix of students. Two of these schools are currently co-joined in anticipation of the new Craigshill Campus opening in August 2027. 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 our diverse range of opportunities and support are enabling young people to achieve very well and develop key 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 preparation 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 since, and continues to work towards the next level in both in line with the West Lothian Raising Educational Attainment Strategy 2023-2028:

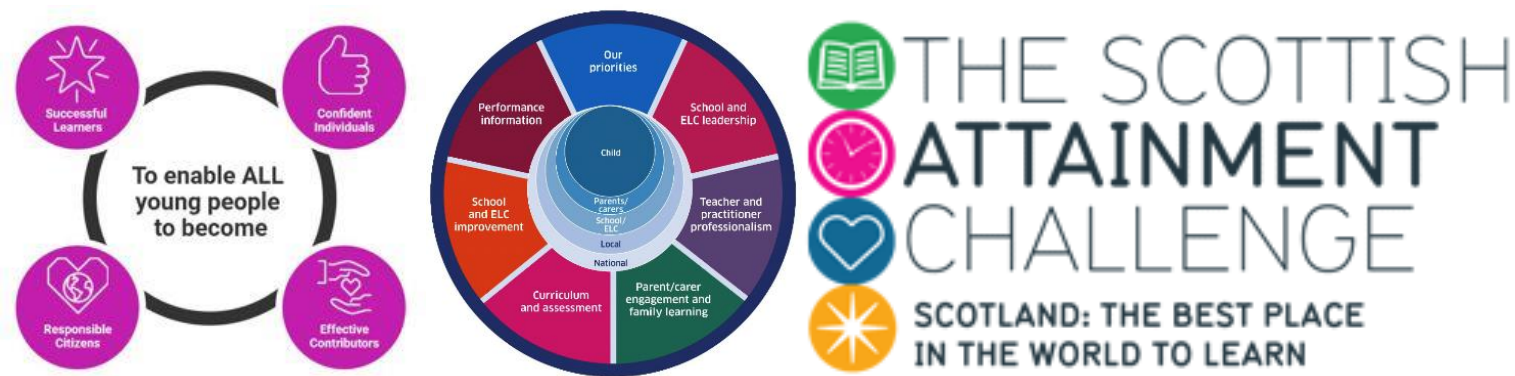
Outcome 1 – Learning and Curriculum

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.

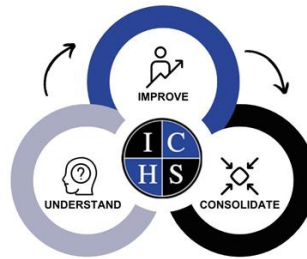
Outcome 2 – Wellbeing, Inclusion and Attendance

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.

Inveralmond Community High 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.



Summary of Priorities 2025-2026



Improve:

- Attendance, wellbeing and inclusion, ensuring young people feel safe, supported and engaged in learning.
- Learning, teaching and assessment through instructional coaching, inclusive pedagogy, retrieval practice and consistently high-quality classroom experiences.
- Learner leadership, participation and agency so that young people actively influence learning, assessment and school improvement
- Curriculum pathways and learner engagement through enhanced vocational routes, employability opportunities and increased personalisation and choice.
- Learner attainment and achievement, with a particular focus on S4 attainment, literacy, numeracy and improving outcomes for identified learners.

Consolidate:

- Consistent, inclusive learning experiences across all classrooms through embedded learning, teaching and assessment expectations.
- Leadership at all levels through distributive leadership, practitioner enquiry and the Leadership Matters programme.
- Curriculum pathways that support positive destinations, employability and progression into further learning, training and employment.
- Partnerships with learners, families, employers and community partners to strengthen school improvement and destination outcomes.
- Rights-respecting, inclusive and aspirational school culture that promotes belonging and achievement.

Understand:

- The barriers affecting attendance, engagement and participation, and how curriculum innovation and learner voice can improve outcomes.
- The impact of instructional coaching on classroom practice, professional learning and learner outcomes
- How learner participation can more effectively inform self-evaluation, school improvement and leadership of change.
- How Curriculum Improvement Cycle (CIC) developments should shape future curriculum design and learner pathways.
- The most effective approaches to engaging parents, carers and families in improving attendance, attainment and achievement.

Q.I.'s 1.2 Leadership of Learning & 1.3 Leadership of Change

Priorities for Improvement

1.3

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
All staff engage in high-quality professional learning through a coaching model which improves learning, teaching and assessment at all levels.	1.3 2.3	Identify staff pedagogy lead team. Roll out coaching programme across school. Continue the practitioner enquiry model with staff showcasing professional learning this year.	Ongoing	M Dornan, Staff pedagogy group	Staff engagement (% of staff) Staff feedback	
Learners are able to articulate how they influence learning, assessment and school improvement.	1.3 2.7	Learners voice to baseline quality of feedback Establish Learner Leadership and Improvement Group. Learners participate in learning walks and faculty reviews.	Ongoing	All staff, M Dornan, Staff pedagogy group	Observations Pupil uptake for the group.	
Quality of learning experiences across the school improve.	1.2/1.3	All PTC's engage with 'Leadership of Learning' Programme. PTC's implement improvement plan from LOL programme.	Term 1-3	M Dornan	Middle leader confidence (baseline and follow up data) Lesson quality (VSE)	

Priorities for Consolidation

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
Continuance of Leadership Matters Programme.	1.3	Leadership projects made available through distributive leadership model.	Ongoing	M Dornan	Staff engagement (% of staff) Staff feedback	

Priorities for Understanding

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
School leaders collaborate with peers to reflect on and inform planning of leadership of change.	1.3	1.3 VSE	Ongoing	H Shankland	SIP SSES	

Q.I. 2.2 Curriculum

Priorities for Improvement

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
Increase the S5 stay-on rate to 80% based on S4 roll	2.2 Curriculum	Review the Senior Phase induction programme (incorporating SCQF Customer Service, First Aid, etc.)..	May	K Varty PTCs	Increase the S5 stay-on rate to 80% based on S4 roll	
Increase the S6 stay-on rate to 50% based on S4 roll	2.6 Transitions	- Launch the S6 Ambassadors Programme to enhance school ethos - Implement the ELH Pathways programme offering engaging vocational routes and routes back to further qualifications - Expand work placements offering engaging opportunities for S5/6 to gain valuable work-based experience	Term 1 Term 1 and 2 June	A Henderson E Dornan W Hamilton K Varty H Glass I McGinnis	Increase the S6 stay-on rate to 50% based on S4 roll Feedback from leavers' on post-school destinations and contributory factors for leaving	
Increase overall pupil attendance to 85% through themed, experiential learning opportunities embedded naturally in the curriculum.	2.2 Curriculum 3.1 Ensuring wellbeing, equality and inclusion	- Introduce themed curricular weeks (e.g., National Coding Week, Maths Week, Languages Week). - All curricular areas to utilise subject ambassadors and strategic rewards, activities, trips, activities to enhance the school experience.	June Ongoing	S Higgins K Varty PTCs K Varty	Increase overall pupil attendance to 85% Staff and pupil surveys indicating a highly positive, engaging school ethos.	

Improve skills across all subjects so that almost all of learners can articulate their development.	2.2 Curriculum	Establish a consistent, school-wide approach to reading and writing from P7 transition to Senior Phase.	June	E Thorburn K Varty	Almost all staff developing literacy/numeracy skills in classroom observations.	
	2.3 Learning, teaching and assessment	- Cluster moderation activities with regard level 2 reading and writing - Implement 'Building Thinking Classrooms' methodology to develop numeracy skills across the curriculum.	June	E Thorburn K Varty	Learner focus groups demonstrating the ability to confidently articulate the core skills they are learning.	
		Establish a consistent, school-wide approach to the ACT skills Framework from S1 to S6	June	J Ward K Varty		
			June	PTCs K Varty M Dornan		
All faculties introduce curricular engagement events at key points of primary transition, increasing learner engagement, aspiration and confidence in moving to secondary school.	2.2 Curriculum 2.6 Transitions	Faculties design and deliver at least one curriculum-based transition event, challenge or learning experience for associated primary learners showcasing the subject area and promotes engagement with secondary learning.	Term 2 and 3	PTCs K Varty	Almost all faculties deliver at least one event annually. Pupil and staff evaluations demonstrate that transition activities enhance learner engagement and strengthen curricular links between sectors	
Feedback on parent/carer involvement in pathways indicates parents/carers feel involved in the process.	2.2 2.7	- Increase publicisation of pathways evening. - Feedback on process from parents/carers	Term 2 and Term 3	K Varty	Almost all parental feedback is positive about their involvement	

					in the pathways process	
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Priorities for Consolidation

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
Almost all of Senior Phase pupils experience a curriculum aligned with local labour market intelligence and personal aspirations.	2.2 Curriculum	• Conduct learner voice audits regarding qualification offerings.	Aug	S. Higgins K Varty	Almost all of Senior Phase curriculum mapped against labour market data.	
	3.3 Increasing creativity and employability	• Map current curriculum against regional growth market data to identify gaps and adjust qualifications offered.	Aug		Learner voice feedback indicating high satisfaction with relevance of courses.	
Almost all pupils experience pace and challenge which prepares them for the Senior Phase	2.2 Curriculum	• All departments use pupil voice and BGE tracking data to develop courses.	Term 1 and 2	PTCs K Varty M Dornan	Almost all subjects maintain or increase pupils achieving L3 and L4 at BGE-SP transition.	

Priorities for Understanding

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
Increase attendance to 85%.	2.2 Curriculum	• Introduce S1 electives to offer personalisation and choice.	June	PTCs K Varty	Increase in S1 attendance to 90%.	

	1.2 Leadership of learning	• Roll out the Young Leaders of Learning programme to actively involve pupils in school improvement.	Term 1	D Young MDornan	Analysis report of learner voice feedback identifying specific barriers to engagement.	
		• Conduct deep-dive learner voice sessions on barriers to engagement.	Ongoing	PTCs M Dornan K Varty		
Almost all teaching staff express confidence in collaborative Curriculum Making and design.	1.2 Leadership of learning	• Facilitate collegiate cluster CPD sessions focused on Curriculum Making.	June	PTCs K Varty	All departments submit updated, collaborative curriculum rationales.	
	2.2 Curriculum	• Introduction of working groups on key CIC themes.	June	PTCs H Shankland K Varty		
		• Professional reading and collaboration across the cluster using CIC publications from education Scotland.	June	PTCs K Varty	Staff self-evaluation surveys indicating increased confidence in curriculum design.	

Q.I. 2.3 Learning, Teaching and Assessment

Priorities for Improvement

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	Inclusive Pedagogy to be part of new CLPL universal programme offer. Pupil Voice to be part of departmental and whole school strategy	Ongoing		Quality of Lessons Pupil feedback	
Almost all young people are confident to take ownership of inclusion strategies.	2.3/2.4	Continued staff and pupil training in digital inclusion tools.			Pupil feedback (qualitative) Staff confidence (quantitative)	
All staff are trained in retrieval practice.	2.3	All staff training in effective retrieval practice techniques. Departments implement retrieval practice from training.	Term	M Dornan	VSE and Observation Data Staff feedback	

Priorities for Consolidation

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
Almost all learners experience consistent approaches to learning, teaching, assessment and inclusion.	2.3 3.1	Review existing Learning, Teaching and Assessment policy and non-negotiables through learner voice, staff consultation, learning walks and attainment data.	June 2027	All staff, M Dornan. Staff pedagogy group	Moderation folders Observation data	

		Provide coaching opportunities across faculties and evaluate impact through staff feedback and classroom observations. Implement a termly learning walk programme linked to LTA non-negotiables. Collect learner voice				
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	
All staff take ownership of improvements in learning and teaching	2.3	Conclusion and presentation of learning through practitioner enquiry.	Term 4	M Dornan	Presentations. Quality of lessons.	

Priorities for Understanding

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
Inveralmond develops an evidence-informed understanding of coaching as a professional learning model.	2.3 1.3	Baseline staff survey. Pilot coaching model programmes aid at different abilities. Compare observation evidence before and after coaching.	Ongoing	M Dornan	Observation data Staff & Learner feedback	
Consultation on model of practitioner enquiry for 27/28 and 28/29.	2.3	Consultation, review and implementation of Practitioner Enquiry model.	Term 4	M Dornan	Consultation outcome (qualitative)	

Q.I. 3.1 Improving Wellbeing, equality and inclusion

Priorities for Improvement

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
Approaches to Anti Bullying and the perception of Bullying in our school. For our young people to feel safe in our school. For each young person to know who their trusted adults are, to understand the Anti Bullying process and to know they are listened to and supported.	3.1	Launch of an easier system for young people to share incidents of unkindness/ bullying. Ensure post intervention check in with young people and/ or families as part of the process. Wellbeing Survey& Ethos Survey Data used to identify any young people that don't feel safe and proactive interventions and discussions to be had with their trusted adult.	Ongoing	I McGinnis PTs Support FLW	Pupil Feedback Wellbeing Survey Data	
Target groups improve attendance and punctuality. S1 = 90% S2 = 85% S3 = 80% S4 = 85% S5 = 85% S6 = 90%	3.1	House teams/ FLW work with families to improve attendance of target groups (under 50% with PTs. 50-80% with FLW) and with families learning to manage school refusal and overall attendance with Q1 focus. CLD worker undertakes targeted work with S3 pupils dropping <70%	Ongoing	I McGinnis PTs Support Family Link Workers	Increased attendance in target groups Q1 attendance improvements Family feedback	
All young people experience consistency of approach to de-escalation	3.1	Specific Maybo training targeted at groups: ASN deescalation; Challenging Conversation; Hot and Cold Debriefs.	Ongoing	I McGinnis	Staff Feedback Lesson Observation Data	

Family support sessions offered to support our young people and their families where needed.	3.1	A calendar of family support sessions to support with sleep, attendance, finances, digital resources. ASN Parent/carers Support Group...will be offered to parent/carer and families to reconnect and further our education and support.	Ongoing	I McGinnis PTs Support FLW	Pupil ethos survey (quantitative) Pupil voice (qualitative)	
Pupils experience increased ownership and sense of belonging in ICHS.	3.1	Implementation of HUB pathways improves pupils with under 50% attendance and sense of belonging at ICHS. Senior Induction, S6 Ambassadors, House Captains, Pupil led assemblies, House System and House Points will enhance pupil experience and sense of belonging. Citizenship Calendar of events	Ongoing	I McGinnis PTs Support SLT A Henderson	Pupil feedback Wellbeing Survey Data	
Improvements in attendance rises to 85%	3.1	Using Lost Learning Data, pupils are continually monitored by teachers, PTCs, PT Support and SLT. Regular discussion with targeted individuals.	Ongoing	I McGinnis SLT PTCs PTS W Hamilton		

		HUB pathways designed to re-engage identified young people with under 50% attendance in S3 & S4 in attending and participating in school.				
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Priorities for Consolidation

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
Continue to improve positive destinations, including Q1, ASN and CEYP. [sldr targets]	3.1	Partnership working in 'collaborative destination HUB.	Ongoing	K. Varty W Hamilton	SLDR	
Reaccreditation of RRS Gold, progress towards LGBTQ+ Gold and 'aspiration' embedded as a school value.	3.1	Review of RRS in ICHS. Undertake RRS reaccreditation. New Leads taking on this piece of work this session. Progress check on LGBTQ+ Gold. New Leads taking on this piece of work this session	Ongoing	I McGinnis D. Young R. Stewart Ms Jamieson	School ethos survey (quantitative) Pupil voice (qualitative)	

Priorities for Understanding

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
Our understanding of attendance and engagement allows us to plan effectively	3.1	Seek pupil and family views on attendance.	Ongoing	I McGinnis PTs Support	Family and pupil feedback	

for young people at risk of disengaging.						
Our understanding of pupil needs and AA continues to develop allowing us to refine our processes.	3.1	Ongoing review of procedures. Exploration of value or S3 exam with pupils including AA capture.	Ongoing	K Varty W Hamilton	Continued evolution of AAR system	
Pilot project explores approaches to supporting familial attendance and engagement patterns		Using knowledge of cluster family links, having FLW work with primary colleagues to build relationships with families struggling with attendance.	Ongoing	I McGinnis FLW	ICHS and cluster staff feedback. Improved attendance in S1 in 2027-28.	

Q.I. 3.2 Raising Attainment and Achievement

Priorities for Improvement

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
Maintain and improve all high-level attainment measures in line with VC and WL RAISE plan with a particular lens on S4. S4 = 2026 VC	3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment	• Target interventions in English, Maths, Application of Maths, Physics, Chemistry, Biology, and Human Biology.	Term 1 and 2	E Thorburn A Henderson J Ward K Varty	Target subjects attainment rates meet or exceed VC benchmarks, with a reduction in No Awards	
		• Improve S4 SQA attainment and the quality of pass (% A, % A-B) in line with the VC.	June	PTCs H Shankland K Varty	Departmental reviews highlighting improved confidence in professional judgements and standard sharing.	
		Increase N5, Higher and Advanced Higher A-C passes to align with the VC.			Maintenance or improvement of breadth and depth measures in line with VC.	
		Increase N5, Higher and Advanced Higher quality of passes to align with the VC.				
		Consider alternative curriculum support for pupils consistently tracking at a 9.				
Maximise qualifications for the lowest attaining 20% to secure positive post-school destinations.	3.2 Raising attainment and achievement	• Implement the ELH Pathways programme offering engaging vocational routes.	June	W Hamilton I McGinnis K Varty	Increase in average complementary tariff points in line with VC Feedback from leavers' exit interviews on	

					readiness for the world of work.	
Maintain or improve Level 3 and L4 Literacy and Numeracy attainment for identified 'at-risk' learners.	3.2 Raising attainment and achievement	Implement a whole-staff tiered approach using lost learning episode data and tracking data for meaningful conversations.	Term 1	PTCs K Varty I McGinnis	Increase or maintain Level 3 Literacy and Numeracy attainment for targeted cohorts.	
	2.4 Personalised support	Improve the Senior Phase mentoring programme for earlier intervention.	Term 1	K Varty	Case studies demonstrating the impact of mentoring and multi-agency interventions on individual learners.	
		Enhance multi-agency partnership working to clarify roles in supporting young people with attendance barriers.	Ongoing	PTC House Leaders I McGinnis KVarty		
Improve Literacy and Numeracy at all levels in line with the VC.	3.2 Raising attainment and achievement	Use tracking and monitoring data intelligently to identify gaps in student progress.	Ongoing	E Thorburn J Ward K Varty	Increase or maintain attainment for literacy and numeracy inline with VC.	
		Implement early interventions to overcome identified learning barriers.				
		Rigorous use of data for pathways and tracking and monitoring.			Staff feedback on the effectiveness and manageability of the data tracking system.	

Priorities for Consolidation

3.2

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
	3.2 Raising attainment and	Introduce the L7 Young STEM Leader Award into the curriculum pathway offering.	June	A Henderson S Higgins K Varty	Maintenance or improvement of SCQF L7 attainment	

Maintain Advanced Higher and Level 7 attainment in line with VC.	achievement				measures in line with VC.	
	2.2 Curriculum	Continuously refine curriculum pathways using attainment data.	June	PTCs K Varty	Student feedback on the appropriateness and challenge of the new L7 offering.	
Continue to improve positive destinations in line with VC. SLDR Target = ?	3.2 Raising attainment and achievement	Increase partnership working with employers, colleges, universities and training providers.	Ongoing	PTC House Leaders W Hamilton K Varty I McGinnis	Maintenance or improvement of SLDR measures inline with VC.	
		Expand vocational and employability pathways, including SCQF awards and Employability Hub provision.	June	PTCs W Hamilton K Varty	Almost all learners can confidently articulate their skills, career pathway and next steps.	
		Embed My World of Work profiling and career education across the curriculum.	June	PTCs House Leaders K Varty I McGinnis		

Priorities for Understanding

3.2

Increase parental engagement in supporting learner attainment though	2.5 Family learning 3.2 Raising attainment	Baseline tracking and parents evening engagement and target non-engaging parents and students	June	K Varty M Dornan	Increase in unique logins to the online tracking system by parents and pupils.	

tracking and parents evenings.	and achievement	• Host targeted parental engagement events e.g. subject specific evening.	Ongoing	PTCs K Varty	Parent focus groups indicating higher confidence in supporting their child's learning.	
		• Investigate alternative methods for staff to engage with parents out with formal evenings.	Term 1 and 2	PTCs M Dornan		
Identify the root causes of poor attainment among pupils with high attendance, reducing the 'attending but not attaining' cohort.	3.1 Ensuring wellbeing, equality and inclusion	• Conduct learner voice to explore issues surrounding poor engagement in the classroom for pupils who otherwise attend well.	June	PTCs M Dornan K Varty	Reduction in the number of high-attending pupils failing to meet target grades.	
	3.2 Raising attainment and achievement	• Adapt teaching and learning strategies based on findings.	Ongoing	PTCs M Dornan K Varty	Pupil and teacher reflections on classroom engagement and motivation levels.	

Q.I. 2.6 Transitions

Priorities for Improvement

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
Improve curricular and relationship transition across P5-7 leading to a decrease in placing requests.	2.6	Social media presence. Curricular projects. Physical engagement. Parent/carer engagement programme in primary schools.	Ongoing	I McGinnis PTs Support	P7 transition numbers Application requests	

Q.I. 2.7 Partnerships

Priorities for Improvement

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
Learners, families and partners actively shape school improvement priorities.	1.3 2.7	Establish annual stakeholder engagement calendar. Conduct pupil, family and staff focus groups. Share actions and feedback through "You Said, We Did"	June 2027	M Dornan	Consultation report Stakeholder survey data	

		Develop improvement priorities using consultation findings.				
Learners meaningfully influence self-evaluation and school improvement through structured participation	2.7 1.3	Improve participation and influence on learning by establishing Learner Leadership and Improvement Groups and training them on what to look for. Gather pupil voice on teaching clarity, routines, feedback and inclusion. Co-construct improvement actions with pupils and share "You Said, We Did".	June 2027	M Dornan, Learner Pedagogy Team	Focus groups Survey data.	