



SCHOOL IMPROVEMENT PRIORITY



Knightsridge Primary School

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WHAT IS THE KEY PRIORITY FOR SCHOOL IMPROVEMENT THIS ACADEMIC YEAR?

PRIORITY:

To develop our curriculum for and with the KPS community

(THIS PRIORITY WILL BE BROKEN DOWN INTO SEPARATE ACTIONS. ATTEMPT TO ARTICULATE AN OVERARCHING PRIORITY)

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*ALL SCHOOLS HAVE A SEPARATE PUPIL EQUITY FUNDING PLAN TO ENSURE THAT CHILDREN AND YOUNG PEOPLE AFFECTED BY POVERTY ACHIEVE THEIR FULL POTENTIAL. FOCUSSED ON TARGETED IMPROVEMENT ACTIVITY IN LITERACY, NUMERACY, AND HEALTH AND WELL-BEING

YEAR: **2024/25**

COURAGE RELATIONSHIPS VALUES RELEVANCE



CONTEXT & FACTORS

PRIORITY:
To develop our curriculum for and with the KPS community



WHAT FEATURES OF SCHOOL CONTEXT, LOCAL AUTHORITY FACTORS, AND NATIONAL FACTORS CONNECT TO THE SPECIFIC IMPROVEMENT PRIORITY?

SCHOOL (LEARNERS)

Our school data shows that although our attainment profile has improved, writing has the lowest level of attainment.

Our Listening and talking attainment has the highest level of attainment with a significant gap between that and combined literacy

School community involvement in curriculum design

Gathering the voice of our pupils through the Laura Lundy model of participation

Pupil leadership groups inform development of curriculum priorities

Our evaluations identify next steps in providing high quality across curriculum experiences and opportunities and tracking of wider experiences

Our school building has reopened and our pupils are able to learn in their community

Equity Data Analysis of all classes

STANDARDS AND QUALITY REPORT

LOCAL AUTHORITY & CLUSTER

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

Education Services Management Plan

West Lothian Parental Involvement and Engagement Framework

Equity Team and Pupil Equity Funding

ASN Cluster ISP

Cluster Numeracy Development Plan and appointment of 2 numeracy development officers

NATIONAL

Moderation Cycle and Assessment

National Improvement Framework / Scottish Attainment Challenge / National Improvement Hub / Raising Attainment for All

Pupil Equity Funding/Equity Audit

Getting it Right for Every child (GIRFEC)

Scotland's Curriculum Framework

Realising the Ambition

Developing Scotland's Young Workforce

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



SCHOOL IMPROVEMENT PRIORITY



Knightsridge Primary School

VISION & VALUES

PRIORITY:
To develop our curriculum for and with the KPS community



HOW DOES THE SPECIFIC IMPROVEMENT PRIORITY FURTHER THE VISION AND VALUES OF THE SCHOOL?

SCHOOL VISION

Be the Best We Can Be!

SCHOOL VALUES

Kindness
Perseverance
Success

CURRICULUM RATIONALE

The diagram illustrates the Curriculum Rationale Overview, showing how various components align with the school's vision and values. It includes sections for Vision and Values (Kindness, Perseverance, Success), Planning Across the Four Contexts (Curriculum Area and Subjects, Interdisciplinary Learning, Opportunities for Personal Achievement, Ethos and Life of the School as a Community), Core Subjects (Languages, Mathematics, Health & Wellbeing, Science, Social Subjects, Technologies, Expressive Arts, Religious & Moral Education), UNCR, Curriculum Rationale Overview, Pupil Voice, Meta-Skills and DYW (My World of Work), Four Capacities (Successful Learners, Confident Individuals, Responsible Citizens, Effective Contributors), and Parental Engagement.

Our school vision to 'Be the Best We Can Be' will underpin our service design, meet the high expectations we have for our school community and strengthen our approaches to learning, teaching and assessment. Our school values underpin everything we do. Our curriculum connected to our vision and values will lead to varied, relevant learning experiences. Providing equity for all learners, capturing progress and celebrate success.

A Curriculum Built for the Future

PROVIDE A BRIEF BLURB CONNECTING THE SCHOOL VISION, VALUES, AND CURRICULUM RATIONALE TO THE IDENTIFIED SCHOOL IMPROVEMENT PRIORITY.

YEAR: 2024/25



Knightsridge Primary School

SUPPORTING DATA

PRIORITY:
To develop our curriculum for and with the KPS community



WHAT DATA HAVE YOU COLLECTED AND ANALYSED THAT SUPPORTS THE FOCUS ON THE SPECIFIC IMPROVEMENT PRIORITY?

DATA ANALYSIS STATEMENT:

TRIANGULATING SOURCES:

	PEOPLE'S VIEWS	DIRECT OBSERVATION	QUANTITATIVE DATA
<i>For our curriculum to offer varied, relevant learner experiences to develop skills for learning, life and work</i>	Staff, Pupils, Parents	QI Observations	Pupil and Parent Feedback
<i>A significant gap between our listening and talking data and combined literacy data with core targets in literacy identified</i>	Staff	QI Observations	Attainment Data
<i>Aspects of numeracy curriculum highlighted as areas for development across our cluster</i>	Staff and Pupil	QI Observations	SNSA data
<i>Learning, teaching and assessment 2.3 was validated as good</i>	Learner conversations	QI Observations	Attainment Data
<i>Raising attainment 3.2 was validated as good</i>	Learner conversations	QI Observations	Data/Equity Data Analysis

HIGHLIGHT IMPORTANT HEADLINE DATA ANALYSIS STATEMENTS RELEVANT TO THE IDENTIFIED SCHOOL IMPROVEMENT PRIORITY.

- IDENTIFY TRIANGULATING DATA SOURCES USED TO VALIDATE ANALYSIS STATEMENT
- CONSIDER DATA SOURCES THAT REPRESENT YOUNG PEOPLE AS CITIZENS, AS INDIVIDUALS, AS CONTRIBUTORS, AND AS LEARNERS
- ENSURE LEARNER VOICE IS REPRESENTED

YEAR: 2024/25



Knightsridge Primary School

ACTIONS & INDICATORS

PRIORITY:
To develop our curriculum for and with the KPS community



WHAT SPRINT ACTIONS DO YOU PLAN TO TAKE IN ORDER TO SIGNIFICANTLY IMPACT THE SPECIFIC IMPROVEMENT PRIORITY?

PLANNED ACTIONS SHOULD BE SPRINT ACTIONS - ACHIEVABLE WITHIN TERM 1. THESE ACTIONS SHOULD BE EVALUATED AT THE END OF THE TERM 1. TRY NOT TO CARRY TOO MANY INCOMPLETE ACTIONS INTO TERM 2

FUTURE ACTIONS:

- Health and Wellbeing, personal and online safety
- Differentiation of learning experiences
- Listening and talking, spelling and grammar
- Tracking across the curriculum
- Community linked project based learning

BRIEF DESCRIPTION OF POSSIBLE FUTURE ACTIONS, WHICH MAY BE EXPANDED AND BECOME 'PLANNED ACTIONS'

PLANNED ACTIONS:

- Refresh vision, values and aims with school community to reflect all views and be relevant to our learners using the service design model* School Community October 2024
- All staff to engage with new timescales for planning, tracking and targeting intervention using the CQI model* Staff October 2024
- All staff will plan using agreed curriculum planner containing curriculum priorities of pupil voice, community, skills (including digital) and wider experiences* Staff August 2024
- P1 staff will be trained in colourful consonants and vowel house and implement strategies on P1. Modelled lessons and whole CLPL session from Literacy and Language Support Service.* Staff October 2024
- Learn and implement mathematical discourse objectives and strategies leading to high quality learning and teaching practices. Led by teacher leaders, Education Scotland pilot.* Staff November 2024

DETAILED DESCRIPTION OF ACTIONS TO BE TAKEN IMMINENTLY - ORDERED BY IMPORTANCE.

SUCCESS/IMPACT INDICATOR:

- Stakeholder engagement evaluated through the service design model.*
- Consistency/improvement in attainment across all stages. Feedback from staff will be used to inform next steps. Pupil feedback of CQI*
- Evidence of curriculum design in planning. Curriculum design will be assessed through excellence and equity meetings. Learner conversations.*
- Early phonological awareness assessment. Staff feedback.*
- Classroom observations and evidence captures (floorbooks or digital capture). Staff and pupil feedback.*

CLEARLY DEFINED MEASURE OF SUCCESS. ENSURE LEARNER VOICE IS REPRESENTED WITHIN MEASURES.

RAG:

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- A

REVIEW SUCCESS

YEAR: 2024/25



Knightsridge Primary School

ACTIONS & INDICATORS

PRIORITY:
To develop our curriculum for and with the KPS community



WHAT SPRINT ACTIONS DO YOU PLAN TO TAKE IN ORDER TO SIGNIFICANTLY IMPACT THE SPECIFIC IMPROVEMENT PRIORITY?

PLANNED ACTIONS SHOULD BE SPRINT ACTIONS - ACHIEVABLE WITHIN **TERM 2**. THESE ACTIONS SHOULD BE EVALUATED AT THE END OF THE TERM 2. TRY NOT TO CARRY TOO MANY INCOMPLETE ACTIONS INTO TERM 3

FUTURE ACTIONS:

Health and Wellbeing, personal and online safety

Differentiation of learning experiences

Listening and talking

Community linked project based learning

Review of curriculum for inclusion

BRIEF DESCRIPTION OF POSSIBLE FUTURE ACTIONS, WHICH MAY BE EXPANDED AND BECOME 'PLANNED ACTIONS'

PLANNED ACTIONS:

Refresh vision, values and aims with school community to reflect all views and be relevant to our learners using the service design model
School Community
October 2024

Learn and implement mathematical discourse objectives and strategies leading to high quality learning and teaching practices. Led by teacher leaders, Education Scotland pilot.
Staff
November 2024

Implement new approaches to teaching spelling and grammar across the school.
Staff
February 2025

Develop our trauma informed practice and approaches to managing challenging behaviours.
All
February 2025

Implement wider experiences document in all classes and tracking across the curriculum document.
Class Teachers
January 2025

DETAILED DESCRIPTION OF ACTIONS TO BE TAKEN IMMINENTLY - ORDERED BY IMPORTANCE.

SUCCESS/IMPACT INDICATOR:

Stakeholder engagement evaluated through the service design model.

Classroom observations and evidence captures (floorbooks or digital capture). Staff and pupil feedback.

Staff engagement and feedback on approaches. Initial formative assessment and pupil feedback. Ongoing review-procedures and literacy attainment

Staff confidence scales. Improvement in pupil wellbeing scores (safe).

Pupil feedback and capture of wider experiences. Impact on tracking across the curriculum.

CLEARLY DEFINED MEASURE OF SUCCESS. ENSURE LEARNER VOICE IS REPRESENTED WITHIN MEASURES.

RAG:

REVIEW SUCCESS

YEAR: 2024/25



SCHOOL IMPROVEMENT PRIORITY



Knightsridge Primary School

ACTIONS & INDICATORS

PRIORITY:
To develop our curriculum for and with the KPS community



WHAT SPRINT ACTIONS DO YOU PLAN TO TAKE IN ORDER TO SIGNIFICANTLY IMPACT THE SPECIFIC IMPROVEMENT PRIORITY?

PLANNED ACTIONS SHOULD BE **SPRINT ACTIONS** - ACHIEVABLE WITHIN **TERM 3**. THESE ACTIONS SHOULD BE EVALUATED AT THE END OF THE TERM 3. TRY NOT TO CARRY TOO MANY INCOMPLETE ACTIONS INTO TERM 4

FUTURE ACTIONS:

BRIEF DESCRIPTION OF POSSIBLE FUTURE ACTIONS, WHICH MAY BE EXPANDED AND BECOME 'PLANNED ACTIONS'

PLANNED ACTIONS:

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●		👤
●		👤
●		👤
●		👤

DETAILED DESCRIPTION OF ACTIONS TO BE TAKEN IMMINENTLY - ORDERED BY IMPORTANCE.

SUCCESS/IMPACT INDICATOR:

CLEARLY DEFINED MEASURE OF SUCCESS. ENSURE LEARNER VOICE IS REPRESENTED WITHIN MEASURES.

RAG:

REVIEW SUCCESS

YEAR: 2024/25



SCHOOL IMPROVEMENT PRIORITY



Knightsridge Primary School

ACTIONS & INDICATORS

PRIORITY:
To develop our curriculum for and with the KPS community



WHAT SPRINT ACTIONS DO YOU PLAN TO TAKE IN ORDER TO SIGNIFICANTLY IMPACT THE SPECIFIC IMPROVEMENT PRIORITY?

PLANNED ACTIONS SHOULD BE **SPRINT ACTIONS - ACHIEVABLE WITHIN TERM 4**. THESE ACTIONS SHOULD BE EVALUATED AT THE END OF THE TERM 4. **TRY NOT TO CARRY TOO MANY INCOMPLETE ACTIONS INTO NEXT ACADEMIC YEAR**

FUTURE ACTIONS:

BRIEF DESCRIPTION OF POSSIBLE FUTURE ACTIONS, WHICH MAY BE EXPANDED AND BECOME 'PLANNED ACTIONS'

PLANNED ACTIONS:

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DETAILED DESCRIPTION OF ACTIONS TO BE TAKEN IMMINENTLY - ORDERED BY IMPORTANCE.

SUCCESS/IMPACT INDICATOR:

CLEARLY DEFINED MEASURE OF SUCCESS. ENSURE LEARNER VOICE IS REPRESENTED WITHIN MEASURES.

RAG:

REVIEW SUCCESS

YEAR: 2024/25



Knightsridge Primary School

ACTIONS & INDICATORS

PRIORITY:
To develop our curriculum for and with the KPS community



WHAT SPRINT ACTIONS DO YOU PLAN TO TAKE IN ORDER TO SIGNIFICANTLY IMPACT THE SPECIFIC IMPROVEMENT PRIORITY?

PLANNED ACTIONS SHOULD BE **SPRINT ACTIONS** - ACHIEVABLE WITHIN **TERM 1**. THESE ACTIONS SHOULD BE EVALUATED AT THE END OF THE TERM 1. **TRY NOT TO CARRY TOO MANY INCOMPLETE ACTIONS INTO TERM 2**

FUTURE ACTIONS:

- Consolidate bank of rich tasks
- Maths Working walls effectively in place across our school
- Pupils to experience rich tasks to at least twice per week
-
-

BRIEF DESCRIPTION OF POSSIBLE FUTURE ACTIONS, WHICH MAY BE EXPANDED AND BECOME 'PLANNED ACTIONS'

PLANNED ACTIONS:

- Staff analyse Education Scotland 'Effective Questioning for Assessment in Maths and Numeracy' document
All cluster staff
20/8/24
- Staff reflect on learning walk data from Summer term around Maths Working Walls to take actions forward
All cluster staff
20/8/24
- All staff to plan effective rich tasks for pupils to ensure a consistent approach to learning experiences across Numeracy
All cluster staff
October 2024
-
-

DETAILED DESCRIPTION OF ACTIONS TO BE TAKEN IMMINENTLY - ORDERED BY IMPORTANCE.

SUCCESS/IMPACT INDICATOR:

- QI Week 1 will show staff using motivating and challenging rich tasks with effective questioning planned by staff - 93% of staff will demonstrate this
- Evidence in QI Week 1 that almost all pupils are engaging with the Maths and Numeracy Working Wall - 90% across all classes
- 90% of all learners involved in learning conversations report they are regularly engaging in rich tasks and can discuss impact on their learning
- Bank of rich tasks populated by cluster staff throughout the session and almost all cluster staff report on positive impact of rich tasks on pupil confidence and understanding
-

CLEARLY DEFINED MEASURE OF SUCCESS. ENSURE LEARNER VOICE IS REPRESENTED WITHIN MEASURES.

RAG:

REVIEW SUCCESS

YEAR: 2024/25



Knightsridge Primary School

ACTIONS & INDICATORS

PRIORITY:
To develop our curriculum for and with the KPS community



WHAT SPRINT ACTIONS DO YOU PLAN TO TAKE IN ORDER TO SIGNIFICANTLY IMPACT THE SPECIFIC IMPROVEMENT PRIORITY?

PLANNED ACTIONS SHOULD BE SPRINT ACTIONS - ACHIEVABLE WITHIN **TERM 1**. THESE ACTIONS SHOULD BE EVALUATED AT THE END OF THE TERM 1. TRY NOT TO CARRY TOO MANY INCOMPLETE ACTIONS INTO TERM 2

FUTURE ACTIONS:

Revisit Deans High Quality LTA toolkit with focus on Numeracy

Measure impact of Deans Mental Maths progression

Analyse planning and progression in place across levels

BRIEF DESCRIPTION OF POSSIBLE FUTURE ACTIONS, WHICH MAY BE EXPANDED AND BECOME 'PLANNED ACTIONS'

PLANNED ACTIONS:

1 Professional learning session around the key structures of a high quality Maths lesson discussed. Staff engage with Building Thinking Classrooms reading to add to definitions contained in teaching toolkit
All cluster staff
20/8/24

2 Staff to bring along pupil data from first month of new session on work carried out on Deans Mental Maths progression
All cluster staff
20/8/24

3 Staff engage in professional reading (Derek Haylock) to analyse robust teaching and learning in fractions, percentages and decimals
All cluster staff
November 2024

4

5

DETAILED DESCRIPTION OF ACTIONS TO BE TAKEN IMMINENTLY - ORDERED BY IMPORTANCE.

SUCCESS/IMPACT INDICATOR: RAG:

93% of all observed maths and numeracy lessons are graded as very good

Increase of at least 5% of pupils on track for numeracy across all stages

Most pupils (80%) show increased progress in fractions, percentage and decimal assessments

CLEARLY DEFINED MEASURE OF SUCCESS. ENSURE LEARNER VOICE IS REPRESENTED WITHIN MEASURES.

REVIEW SUCCESS

YEAR: 2024/25



Knightsridge Primary School

ACTIONS & INDICATORS

PRIORITY:
To develop our curriculum for and with the KPS community



WHAT SPRINT ACTIONS DO YOU PLAN TO TAKE IN ORDER TO SIGNIFICANTLY IMPACT THE SPECIFIC IMPROVEMENT PRIORITY?

PLANNED ACTIONS SHOULD BE **SPRINT ACTIONS** - ACHIEVABLE WITHIN **TERM 2**. THESE ACTIONS SHOULD BE EVALUATED AT THE END OF THE TERM 2. TRY NOT TO CARRY TOO MANY INCOMPLETE ACTIONS INTO TERM 3

FUTURE ACTIONS:

- Range of coherent and timely planned assessments in place
- Pupils confidently analyse and interpret data from a range of sources
- Teaching staff take forward effective professional enquiry
-
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BRIEF DESCRIPTION OF POSSIBLE FUTURE ACTIONS, WHICH MAY BE EXPANDED AND BECOME 'PLANNED ACTIONS'

PLANNED ACTIONS:

- Analyse assessments used across cluster
Determine key assessments to be carried out at key stages in school calendar
- Moderation cycle to be used to plan a series of motivating and challenging lessons around data handling and analysis.
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DETAILED DESCRIPTION OF ACTIONS TO BE TAKEN IMMINENTLY - ORDERED BY IMPORTANCE.

SUCCESS/IMPACT INDICATOR:

- Increase of at least 5% of pupils on track for numeracy across all stages. All staff use robust assessment data as part of E and E dialogue.
- 90% of pupils increase their score within bespoke data handling assessments.
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CLEARLY DEFINED MEASURE OF SUCCESS. ENSURE LEARNER VOICE IS REPRESENTED WITHIN MEASURES.

RAG:

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REVIEW SUCCESS

YEAR:



Knightsridge Primary School

A CURRICULUM for EXCELLENCE

PRIORITY:
To develop our curriculum for and with the KPS community



HOW DOES THIS SPECIFIC IMPROVEMENT PRIORITY SUPPORT THE CURRICULUM FOR EXCELLENCE PURPOSE OF FULFILLING THE 4 CAPACITIES?

LEARNERS:

- 2,3,5** Enthusiasm and motivation for learning
- 1,2,4** Determination to reach high standards of achievement
- 3,4** Openness to new thinking and ideas
- 2,3,4,5** Use literacy, communication and numeracy skills
- 2,3** Use technology for learning
- 3,5** Think creatively and independently
- 2,3,5** Learn independently and as part of a group
- 2,5** Make reasoned evaluations
- 2,3** Link and apply different kinds of learning in new situations

INDIVIDUALS:

- 1** Self-respect
- 1** A sense of physical, mental and emotional well-being
- 1** Secure values and beliefs
- 1,3** Ambition
- Relate to others and manage themselves
- Pursue a healthy and active lifestyle
- Be self-aware
- 1** Develop and communicate their own beliefs and view of the world
- 1,3,5** Assess risk and make informed decisions
- 2,3** Achieve success in different areas of activity

CITIZENS:

- 1** Respect for others
- 1** Commitment to participate responsibly in political, economic, social and cultural life
- 2,3** Develop knowledge and understanding of the world and Scotland's place in it
- Understand different beliefs and cultures
- Make informed choices and decisions
- 2,3** Evaluate environmental, scientific and technological issues
- Develop informed, ethical views of complex issues
- 3** Make reasoned evaluations

CONTRIBUTORS:

- 1** An enterprising attitude
- 1** Resilience
- 1,3** Self-reliance
- 5** Communication in different ways and in different settings
- 2,3** Work in partnership and in teams
- 2,3** Take the initiative and lead
- 3** Apply critical thinking in new contexts
- 1,5** Create and develop
- 2,3,5** Solve problems

(IDENTIFY **1,3,4** THE SPECIFIC IMPROVEMENT ACTIONS WHICH WILL STRONGLY IMPACT THE ABILITY OF YOUR CURRICULUM TO DEVELOP AND DELIVER THE 4 CAPACITIES AND ATTRIBUTES)

YEAR: **2024/25**



Knightsridge Primary School

QUALITY INDICATORS

PRIORITY:
To develop our curriculum for and with the KPS community



HOW DOES THIS SPECIFIC IMPROVEMENT PRIORITY CONNECT WITH FOCUS HGIOS QUALITY INDICATORS?

1.3 Leadership of change

- 1 Developing a shared vision, values and aims relevant to the school and its community
- 1,2,3 Strategic planning for continuous improvement
- 3,4 Implementing improvement and change

2.2 Curriculum

- 2,3 Rationale and design
- 4 Development of the curriculum
- 2,3,4 Learning pathways
- 2,3 Skills for learning, life and work

2.3 Learning, teaching and assessment

- 2,3,4,5 Learning and engagement
- 4 Quality of teaching
- 3,4 Effective use of assessment
- 2,3,4 Planning, tracking and monitoring

3.1 Ensuring wellbeing, equality and inclusion

- 1,5 Wellbeing
- 1,5 Fulfilment of statutory duties
- 1,5 Inclusion and equality

3.2 Raising attainment and achievement

- 4 Attainment in literacy and numeracy
- 2,3,4 Attainment over time
- 2,3 Overall quality of learners' achievement
- 1,5 Equity for all learners

DETAIL ANY OTHER FOCUS QUALITY INDICATOR:

- 1.1 Self Evaluation for self-improvement
- 2.5 Family Learning
- 2.7 Partnerships

SCHOOL SELF EVALUATION SUMMARY

(IDENTIFY 1,3,4 THE SPECIFIC IMPROVEMENT ACTIONS WHICH WILL STRONGLY IMPACT THE DEVELOPMENT OF HGIOS QUALITY INDICATORS)

YEAR: 2024/25



SCHOOL IMPROVEMENT PRIORITY



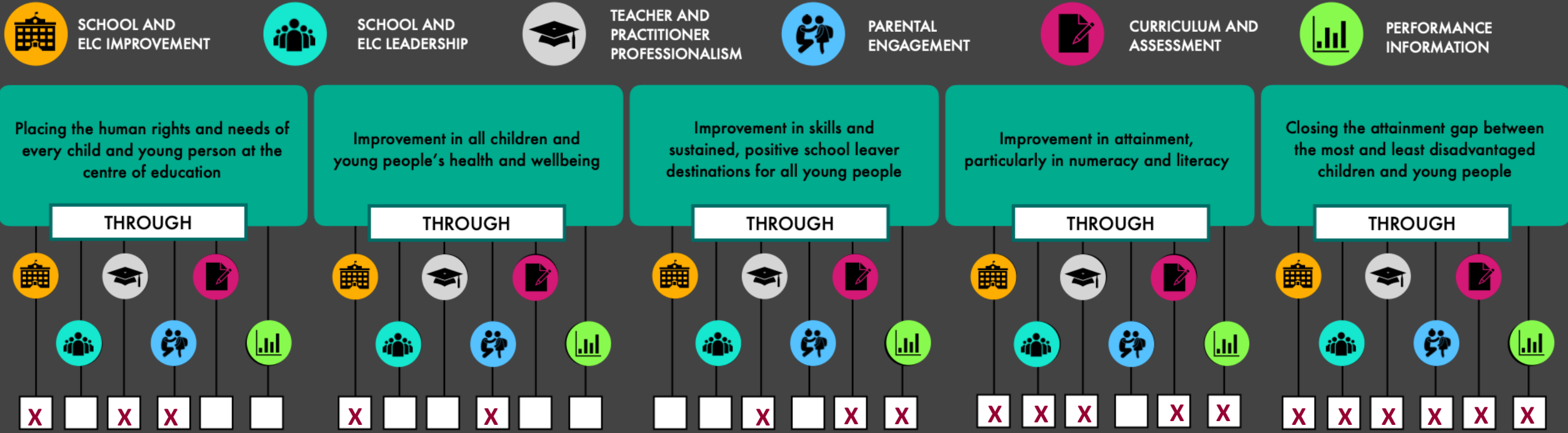
Knightsridge Primary School

NATIONAL IMPROVEMENT FRAMEWORK

PRIORITY:
To develop our curriculum for and with the KPS community



HOW DOES THIS SPECIFIC IMPROVEMENT PRIORITY CONNECT WITH NATIONAL IMPROVEMENT FRAMEWORK PRIORITIES AND DRIVERS?



(SELECT NIF PRIORITIES AND THE RELATED DRIVER(S) THAT YOU ARE CONFIDENT WILL BE STRONGLY IMPACTED BY THE ACHIEVEMENT OF THE IDENTIFIED SCHOOL IMPROVEMENT PRIORITY)

YEAR: 2024/25



BIGGER PICTURE

WHAT (POSSIBLE) FUTURE SCHOOL IMPROVEMENT PLANS ARE IMPORTANT TO NOTE?



YEAR2

- Develop community partnerships and opportunities*
- Digital skills including coding and microbits*
- Differentiation of learning*
- Feedback and questioning*
- Leadership programmes*
- Embed Thinking Classroom approaches*
- Embed profiling of learning experiences to capture progress and celebrate success*
- Achieve Trauma Informed Schools Award*

YEAR3

- Metacognition and pupils leading learning*
- Further development of pupil leadership programmes*
- Expressive arts curriculum focus*
- Develop use of project based learning*
- Forest Schools and sustainability*
- Reading curriculum*
- Mathematics curriculum*

YEAR4

- Develop STEM priorities within the curriculum*
- Review trauma informed practice and approaches*
- Creativity and innovation, Performing arts*
- World of work*
- Writing Curriculum*
- Numeracy Curriculum*
- RME*

(YOU MAY CHOOSE TO INCLUDE PLANNED OR EXTENDED PARTNERSHIPS, KNOWN DEVELOPMENTS AND CONTINUATIONS OF THE CURRENT PRIORITY, AND SPECIFIC AREAS (E.G. CURRICULUM, NIF, UNCRC, ETHOS) IDENTIFIED FOR ATTENTION. **ENSURE LEARNER VOICE IS REPRESENTED WITHIN FUTURE PLANS.**)



ELC settings are a distinct and important part of the school community. ELC settings have a separate Action Plan which details current and planned actions intended to improve the learning and experiences of children accessing this service.

Please follow this link  to view our ELC Action Plan.



PUPIL EQUITY FUNDING: Tackling the attainment gap between the most and least advantaged children



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 to improve literacy, numeracy and health and wellbeing.

Please follow this link [!\[\]\(3211b5d1d968fc1665909b34f9f16010_img.jpg\)](#) to view our PEF Summary and find out more about our use of funding.