**CONTEXT & FACTORS**
PAGE 2

**VISION & VALUES**
PAGE 3

**SUPPORTING DATA**
PAGE 4

**ACTIONS & IMPACT**
PAGE 5-8

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)

**ELC ACTION PLAN**
PAGE 13

**PEF STATEMENT**
PAGE 14

**CURRICULUM for EXCELLENCE**
PAGE 9

**QUALITY INDICATORS**
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**NATIONAL IMPROVEMENT FRAMEWORK**
PAGE 11

**BIGGER PICTURE**
PAGE 12

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

YEAR: **2025/26**

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 Lundi 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

**YEAR: 2025/26**

## 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?
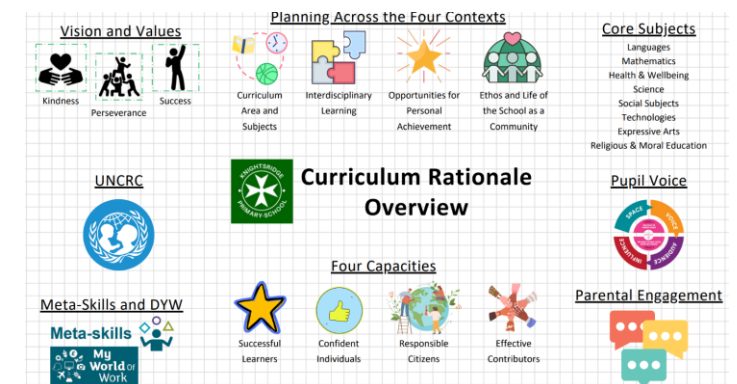
### SCHOOL VISION

Be the Best We Can Be!

### SCHOOL VALUES

Kindness

Perseverance

Success

### CURRICULUM RATIONALE



A Curriculum Built for the Future

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.

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

**YEAR: 2025/26**

COURAGE RELATIONSHIPS VALUES RELEVANCE

## 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:

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

**COURAGE** RELATIONSHIPS **VALUES** RELEVANCE

**YEAR:** **2025/26**

**ACTIONS & INDICATORS**

PRIORITY:

*To develop our curriculum for and with the KPS community*

WHAT <u>SPRINT</u> 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 ACTIONS:

**High quality Learning and Teaching approaches**

**Trauma informed practice**

**Use of technical frameworks**

**Outdoor/community learning**

**Learning Profiles**

## PLANNED ACTIONS:

1. Further develop our Anti-/bullying and Equalities policies through RESPECT activities and developing a call it out, call it in approach — School Community October 2024

2. Staff will have a greater awareness of literacy difficulties such as dyslexia, identification and strategies to support and the IEP system. — Staff October 2024

3. Implement spelling progression and assessment approaches — Staff August 2024

4. We will understand our processes and support packages to support pupil's individual needs — Staff October 2024

5. — Staff November 2024

## SUCCESS/IMPACT INDICATOR:

Qualitative evaluation is positive from almost all stakeholders. Monitor frequency of incidents.

Staff feedback. QA of IEP and discussions at Excellence and Equity meetings.

QA of planning folders shows all teeacher are implementing the planning process. Impact on learning through moderation of spelling application

2.4 Evaluation using HGIOASL linked to 2.3

RAG:

BRIEF DESCRIPTION OF POSSIBLE FUTURE ACTIONS, <u>WHICH MAY</u> BE EXPANDED AND BECOME 'PLANNED ACTIONS'

DETAILED DESCRIPTION OF ACTIONS TO BE TAKEN IMMINENTLY - <u>ORDERED BY IMPORTANCE.</u>

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

REVIEW SUCCESS

YEAR: **2025/26**

COURAGE RELATIONSHIPS VALUES RELEVANCE

PAGE 5

**ACTIONS & INDICATORS**

PRIORITY:

## WHAT <u>SPRINT</u> 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 ACTIONS: | PLANNED ACTIONS: | SUCCESS/IMPACT INDICATOR: | RAG: |
|---|---|---|---|
| | 1 | | |
| | 2 | | |
| | 3 | | |
| | 4 | | |
| | 5 | | |

**BRIEF DESCRIPTION** OF POSSIBLE FUTURE ACTIONS, <u>WHICH MAY</u> BE EXPANDED AND BECOME 'PLANNED ACTIONS'

**DETAILED DESCRIPTION** OF ACTIONS TO BE TAKEN IMMINENTLY - <u>ORDERED BY IMPORTANCE.</u>

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

REVIEW SUCCESS

YEAR:

COURAGE RELATIONSHIPS VALUES RELEVANCE

**ACTIONS & INDICATORS**

PRIORITY:

*To develop our curriculum for and with the KPS community*

## WHAT <u>SPRINT</u> 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 ACTIONS: | PLANNED ACTIONS: | SUCCESS/IMPACT INDICATOR: | RAG: |
|---|---|---|---|
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**BRIEF DESCRIPTION** OF POSSIBLE FUTURE ACTIONS, <u>WHICH MAY</u> BE EXPANDED AND BECOME 'PLANNED ACTIONS'

**DETAILED DESCRIPTION** OF ACTIONS TO BE TAKEN IMMINENTLY - <u>ORDERED BY IMPORTANCE.</u>

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

REVIEW SUCCESS

## 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 ACTIONS:**

**PLANNED ACTIONS:**

**SUCCESS/IMPACT INDICATOR:**

**RAG:**

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

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

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

REVIEW SUCCESS

**YEAR:** **2025/26**

COURAGE RELATIONSHIPS VALUES RELEVANCE

**ACTIONS & INDICATORS**

PRIORITY:

*To develop our curriculum for and with the KPS community*

## WHAT <u>SPRINT</u> 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 ACTIONS: | PLANNED ACTIONS: | SUCCESS/IMPACT INDICATOR: | RAG: |
|---|---|---|---|
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**BRIEF DESCRIPTION** OF POSSIBLE FUTURE ACTIONS, <u>WHICH MAY</u> BE EXPANDED AND BECOME 'PLANNED ACTIONS'

**DETAILED DESCRIPTION** OF ACTIONS TO BE TAKEN IMMINENTLY - <u>ORDERED BY IMPORTANCE.</u>

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

REVIEW SUCCESS

YEAR: **2025/26**

COURAGE RELATIONSHIPS VALUES RELEVANCE

**ACTIONS & INDICATORS**

PRIORITY:

*To develop a consisent approach to pedagogy, high quality learning and teaching and assessment for the Deans Cluster*

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 ACTIONS:

## PLANNED ACTIONS:

## SUCCESS/IMPACT INDICATOR:

## RAG:

| # | Planned Action | Who / Date | Success/Impact Indicator |
|---|---|---|---|
| 1 | All staff will follow the cluster plan for teaching rich tasks, mental maths progression and cluster planning tool | All cluster staff 20/8/24 | QA of planning folders will demonstrate all staff using cluster approach, Staff feedback |
| 2 | Develop a whole cluster undertsanding of Building Thinking Classrooms approaches | All cluster staff 20/8/24 | Classroom observations will show almost all lesson reflect BTC approaches, pupils feedback, staff feedback |
| 3 | | | |
| 4 | | | |
| 5 | | | |

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

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

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

REVIEW SUCCESS

## ACTIONS & INDICATORS

**PRIORITY:**

*To develop a consisent approach to pedagogy, high quality learning and teaching and assessment for the Deans Cluster*

## WHAT <u>SPRINT</u> 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 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**

### PLANNED ACTIONS:

- *Staff will be aware of the data trends of the cluster and the impact of cluster improvement priorities* — All, October

- *Maths in context- learning how to apply skills across different contexts and assessment of application* — All, Ongoing

### SUCCESS/IMPACT INDICATOR:

- *Feedback, excellence and equity discussions*

- *Staff and pupil feedback*

  *Classroom observations*

### RAG:

**BRIEF DESCRIPTION** OF POSSIBLE FUTURE ACTIONS, <u>WHICH MAY</u> BE EXPANDED AND BECOME 'PLANNED ACTIONS'

**DETAILED DESCRIPTION** OF ACTIONS TO BE TAKEN IMMINENTLY - <u>ORDERED BY IMPORTANCE.</u>

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

REVIEW SUCCESS

YEAR:

**ACTIONS & INDICATORS**

PRIORITY:
*To develop a consisent approach to pedagogy, high quality learning and teaching and assessment for the Deans Cluster*

WHAT <u>SPRINT</u> 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 ACTIONS: | PLANNED ACTIONS: | | | SUCCESS/IMPACT INDICATOR: | RAG: |
|---|---|---|---|---|---|
| **Development of cluster numeracy strategy** | *Develop a cluster approach to assessing learning and progress in numeracy and maths* | *All* *Dec 2025* | | *Excellence and Equity Meetings, QA of assessments, classroom observation* | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

**BRIEF DESCRIPTION** OF POSSIBLE FUTURE ACTIONS, <u>WHICH MAY</u> BE EXPANDED AND BECOME 'PLANNED ACTIONS'

**DETAILED DESCRIPTION** OF ACTIONS TO BE TAKEN IMMINENTLY - <u>ORDERED BY IMPORTANCE.</u>

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

REVIEW SUCCESS

YEAR: **2025/26**

COURAGE RELATIONSHIPS VALUES RELEVANCE

## ACTIONS & INDICATORS

**PRIORITY:**
*To develop a consisent approach to pedagogy, high quality learning and teaching and assessment for the Deans Cluster*

## WHAT <u>SPRINT</u> 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 ACTIONS: | PLANNED ACTIONS: | SUCCESS/IMPACT INDICATOR: | RAG: |
|---|---|---|---|
| | *Development of a cluster numeracy strategy* | | |
| | | | |
| | | | |
| | | | |
| | | | |

**BRIEF DESCRIPTION** OF POSSIBLE FUTURE ACTIONS, <u>WHICH MAY</u> <u>BE EXPANDED</u> AND BECOME 'PLANNED ACTIONS'

**DETAILED DESCRIPTION** OF ACTIONS TO BE TAKEN IMMINENTLY - <u>ORDERED BY IMPORTANCE.</u>

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

REVIEW SUCCESS

**YEAR: 2025/26**

COURAGE RELATIONSHIPS VALUES RELEVANCE

## 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: 2025/26**

COURAGE RELATIONSHIPS VALUES RELEVANCE

**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, | Implementing improvement and change |

### 2.2 Curriculum

| | |
|---|---|
| 2,3 | Rationale and design |
| 1, 3 | Development of the curriculum |
| 2,3 | Learning pathways |
| 1 | Skills for learning, life and work |

### 2.3 Learning, teaching and assessment

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

### 3.1 Ensuring wellbeing, equality and inclusion

| | |
|---|---|
| 1 | Wellbeing |
| 1, 2 | Fulfilment of statutory duties |
| 1 | Inclusion and equality |

### 3.2 Raising attainment and achievement

| | |
|---|---|
| 2, 3 | Attainment in literacy and numeracy |
| 2,3 | Attainment over time |
| 2,3 | Overall quality of learners' achievement |
| 1, 2 | 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)

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**?**

SCHOOL AND ELC IMPROVEMENT

SCHOOL AND ELC LEADERSHIP

TEACHER AND PRACTITIONER PROFESSIONALISM

PARENTAL ENGAGEMENT

CURRICULUM AND ASSESSMENT

PERFORMANCE INFORMATION

| Placing the human rights and needs of every child and young person at the centre of education | Improvement in all children and young people's health and wellbeing | Improvement in skills and sustained, positive school leaver destinations for all young people | Improvement in attainment, particularly in numeracy and literacy | Closing the attainment gap between the most and least disadvantaged children and young people |
|---|---|---|---|---|
| THROUGH | THROUGH | THROUGH | THROUGH | THROUGH |

| X |   | X | X |   |   | X |   |   | X |   |   |   |   | X |   | X | X | X | X | X |   | X | X | X | X | X |   | X | X |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|

(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**)

COURAGE RELATIONSHIPS VALUES RELEVANCE

**YEAR:** **2025/26**

## 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 programme*

*Embed Thinking Classroom approaches*

*Embed profiling of learning experiences to capture progress and celebrate success*

*Trauma informed practice*

### YEAR3

*Metacognition and pupils leading learning*

*Further development of pupil leadership programme*

*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.**

COURAGE RELATIONSHIPS VALUES RELEVANCE

YEAR: **2025/26**

# ELC
## ACTION PLAN

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.

## PEF
### STATEMENT

**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 🔗 [                    ] to view our PEF Summary and find out more about our use of funding.