



SCHOOL IMPROVEMENT PRIORITY

BROXBURN PRIMARY SCHOOL



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

PRIORITY:

To promote inclusion and further develop our curriculum to ensure children have the skills and knowledge to achieve and attain within all four capacities of Curriculum for Excellence

(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. FOCUSING ON TARGETED IMPROVEMENT ACTIVITY IN LITERACY, NUMERACY, AND HEALTH AND WELL-BEING



CONTEXT & FACTORS

PRIORITY:

To promote inclusion and further develop our curriculum to ensure children have the skills and knowledge to achieve and attain within all four capacities of Curriculum for Excellence



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

SCHOOL (LEARNERS)

- Addressing Action Points identified in school's Self Evaluation procedures
- Cluster Improvement Priorities
- Equity Priorities
- Attainment Data Analysis
- Quality Improvement Processes



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
- [Corporate Plan](#)
- Education Services Management Plan
- West Lothian Parental Involvement and Engagement Framework
- Equity Team and additional allocations, Pedagogy Team



NATIONAL

- Coronavirus (COVID-19): Guidance on reducing the risks from COVID-19 in school
- Moderation Cycle and Assessment
- National Improvement Framework / Scottish Attainment Challenge / National Improvement Hub / Raising Attainment for All
- Pupil Equity Funding/Equity Audit
- How Good is Our School? 4th Edition and How Good is Our Early Learning and Childcare?, National Standard for ELC, Quality Framework for day care of children
- Getting it Right for Every child (GIRFEC)
- Curriculum for Excellence Refresh
- Realising the Ambition
- Developing Scotland's Young Workforce
- Child Protection Procedures
- GTCS professional standards and professional update 2021
- 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



VISION & VALUES

PRIORITY:

To promote inclusion and further develop our curriculum to ensure children have the skills and knowledge to achieve and attain within all four capacities of Curriculum for Excellence



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

SCHOOL VISION

Working together, with a caring approach and high aspirations, so our children are successful both now and in the future.

This is encapsulated in the graphic of our Vision -



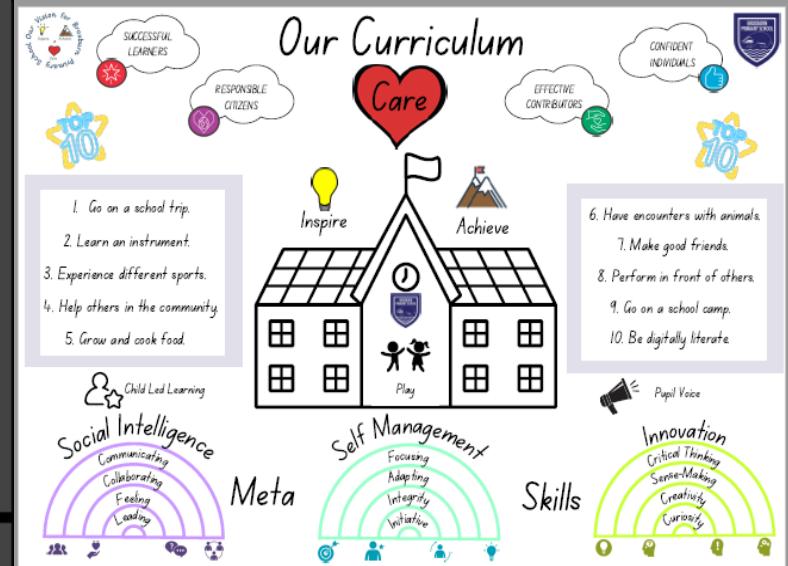
The overarching priority is connected to our vision, value and aims for all of our learners as our curriculum development will ensure individuals are inspired in their learning whilst being cared for through inclusive approaches to achieve and attain success, in the widest sense.

SCHOOL VALUES



Care

CURRICULUM RATIONALE



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



SCHOOL IMPROVEMENT PRIORITY

BROXBURN PRIMARY SCHOOL & ELC



SUPPORTING DATA

PRIORITY:

To promote inclusion and further develop our curriculum to ensure children have the skills and knowledge to achieve and attain within all four capacities of Curriculum for Excellence



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

DATA ANALYSIS STATEMENT:

Most stages have increasing numbers of children with identified Additional Support Needs, including ASD, ADHD, EAL, Care Experienced and Carers - Inclusion Improvement

In 86% of stages the attainment levels show that overall literacy is less than 75% for Q2 children and overall numeracy is less than 73% in 43% of stages – Equity Improvement

Within our school only 60% of P5 – P7 children feel they have a say in how to make their learning better and only 53% feel learning is enjoyable – Curriculum Improvement

Within our school only 51% of P5 – P7 children feel that as a school we deal with bullying well and that 66% of other children treat them with respect – Relationship Improvement

TRIANGULATING SOURCES:

PEOPLE'S VIEWS

DIRECT OBSERVATION

QUANTITATIVE DATA

Learner Focus Group & Inclusion Evaluation

QI – VSE, Learning Visits

Seemis Information & Attainment Data

Learner Focus Group

QI – VSE, Learning Visits

QI – PEF Tracker, Attainment Data, E & E meetings

Learner Focus Group

QI – VSE, Learning Visits and planning monitoring

Learner Ethos Survey

Learner Focus Group & Family Learning Event

QI – VSE, Learning Visits

Learner & Parent/Carer Ethos Survey

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



SCHOOL IMPROVEMENT PRIORITY

BROXBURN PRIMARY SCHOOL & ELC



ACTIONS & INDICATORS

PRIORITY:

To promote inclusion and further develop our curriculum to ensure children have the skills and knowledge to achieve and attain within all four capacities of Curriculum for Excellence



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:

Inclusion Improvement

Equity Improvement

Curriculum Improvement

Curriculum Improvement

Relationship Improvement

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

PLANNED ACTIONS:

1 Inclusion Audit, Zones of Regulation refresh and discussion of non-negotiables

Staff
29.08.25

All staff have completed CLPL, carried out evaluation of current inclusion, created 'Your Choice' display and have created a Zones of Regulation check-in for daily use in class

2 CLPL - Differentiation through Content (20.8.25) 3.45 - 4.15 CLPL - Differentiation through Process (10.9.25) 3.45 - 4.15pm

Staff
20.08.25 & 10.09.25

All staff have completed CLPL, have identified at least 1 next step to undertake for differentiation through Content & Process and actioned this

3 Termly Science planning using new planning formats and agreed moderation focus for Term 3

Staff
22.08.25

All stages have completed & saved Term 1, 2, 3 & 4 planning for science.

4 Play Based Pedagogy Overview - develop approach across 5 strands - Leadership, Curriculum, Environment, Community & CLPL

Staff
12.08.25 & 08.10.25

All staff have completed overview session led by Play Scotland. Actions have been outlined for all strands and evidence identified.

5 Anti-bullying Statement review to reflect local and national guidance. Working group to lead consultation and refresh.

Staff
26.09.25

All staff have completed CLPL on local and national guidance for anti-bullying and collegiate understanding has been shared in revised school statement.

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

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

REVIEW
SUCCESS



SCHOOL IMPROVEMENT PRIORITY

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ACTIONS & INDICATORS

PRIORITY:

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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 ACTIONS:

Inclusion Improvement

Equity Improvement

Curriculum Improvement

PLANNED ACTIONS:

CLPL – Spotlighting: Practice Differentiation
(14.10.25) 3.45 – 4.15.

CLPL – Spotlighting: Evidence-Based Practice
(18.11.25) 3.45 – 4.15

Play Based Pedagogy Overview – develop approach across 5 strands – Leadership, Curriculum, Environment, Community & CLPL

Staff
14.10.25

Staff
18.11.25

Staff
26.11.25

SUCCESS/IMPACT INDICATOR:

All staff have completed CLPL. and have identified differentiation focus for their identified professional intervention

All staff have completed CLPL. and are using evidence based practice within their identified professional intervention

All staff have identified actions for all strands of play pedagogy and supporting evidence.

RAG:



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

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

CLEARLY DEFINED MEASURE OF SUCCESS.
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REVIEW
SUCCESS



SCHOOL IMPROVEMENT PRIORITY

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ACTIONS & INDICATORS

PRIORITY:

To promote inclusion and further develop our curriculum to ensure children have the skills and knowledge to achieve and attain within all four capacities of Curriculum for Excellence



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:

Inclusion Improvement

Equity Improvement

Curriculum Improvement

Curriculum Improvement

PLANNED ACTIONS:

VSE Learning Visits (19.01.26)



Staff
19.01.26



Elements of focus for inclusion and differentiation agreed and evidenced in almost all learning visits



Equity Learning Visits. Cluster Quality Improvement Visit (25.02.26)



Staff
25.02.26



Elements of focus for equity are agreed and evidenced in almost all learning visits



Play Based Pedagogy Overview – develop approach across 5 strands – Leadership, Curriculum, Environment, Community & CLPL



Staff
14.01.26, 04.03.26 & 18.03.26



All staff have identified actions for all strands of play pedagogy and supporting evidence.



Taster session for Building Thinking Classrooms, led by Broxburn Academy



Staff
30.01.26



All staff have attended session on the pedagogy of Building Thinking Classrooms



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

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

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

REVIEW
SUCCESS



SCHOOL IMPROVEMENT PRIORITY

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ACTIONS & INDICATORS

PRIORITY:

To promote inclusion and further develop our curriculum to ensure children have the skills and knowledge to achieve and attain within all four capacities of Curriculum for Excellence



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 ACTIONS:

Inclusion Improvement

Curriculum Improvement

Relationship Improvement

PLANNED ACTIONS:

Audit of Inclusion using Circle Framework



Staff
05.05.26

Science Moderation



Staff
24.05.26

Anti-Bullying Showcase of Cluster Strategy within Positive Relationships Policy



All Stakeholders
08.05.26

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

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

SUCCESS/IMPACT INDICATOR:

All staff will record that their environment and practice supports or strongly supports inclusion using the CIRCLE Inclusive Classroom Scale

RAG:



Planned learning, including meta skills & appropriate links across the curriculum have been created for Science & technologies for all stages for Term 3 & 4

Anti-Bullying Showcase has taken place within Cluster. All stakeholders are aware of this within School Positive Relationships Policy

REVIEW
SUCCESS

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



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A CURRICULUM for EXCELLENCE

PRIORITY:

To promote inclusion and further develop our curriculum to ensure children have the skills and knowledge to achieve and attain within all four capacities of Curriculum for Excellence



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

LEARNERS:

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

INDIVIDUALS:

2 & 4	Self-respect
2 & 4	A sense of physical, mental and emotional well-being
2 & 4	Secure values and beliefs
1 & 2	Ambition
1 & 4	Relate to others and manage themselves
2	Pursue a healthy and active lifestyle
2 & 4	Be self-aware
2 & 4	Develop and communicate their own beliefs and view of the world
4	Assess risk and make informed decisions
1, 2 & 3	Achieve success in different areas of activity

CITIZENS:

1 & 4	Respect for others
1 & 4	Commitment to participate responsibly in political, economic, social and cultural life
1 & 4	Develop knowledge and understanding of the world and Scotland's place in it
4	Understand different beliefs and cultures
4	Make informed choices and decisions
3 & 4	Evaluate environmental, scientific and technological issues
1, 3 & 4	Develop informed, ethical views of complex issues
1 & 4	Make reasoned evaluations

CONTRIBUTORS:

3	An enterprising attitude
1, 2 & 4	Resilience
1, 2 & 4	Self-reliance
2 & 4	Communication in different ways and in different settings
1, 2, 3 & 4	Work in partnership and in teams
1 & 2	Take the initiative and lead
3	Apply critical thinking in new contexts
1, 2 & 3	Create and develop
1, 2 & 3	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)



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QUALITY INDICATORS

PRIORITY:

To promote inclusion and further develop our curriculum to ensure children have the skills and knowledge to achieve and attain within all four capacities of Curriculum for Excellence



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

1.3 Leadership of change

All

Developing a shared vision, values and aims relevant to the school and its community

All

Strategic planning for continuous improvement

All

Implementing improvement and change

2.2 Curriculum

3

Rationale and design

3

Development of the curriculum

1 & 3

Learning pathways

3

Skills for learning, life and work

2.3 Learning, teaching and assessment

1, 2 & 3

Learning and engagement

1, 2 & 3

Quality of teaching

1, 2 & 3

Effective use of assessment

1, 2 & 3

Planning, tracking and monitoring

3.1 Ensuring wellbeing, equality and inclusion

3

Wellbeing

2 & 3

Fulfilment of statutory duties

2 & 3

Inclusion and equality

3.2 Raising attainment and achievement

1 & 2

Attainment in literacy and numeracy

1 & 2

Attainment over time

1 & 2

Overall quality of learners' achievement

1 & 2

Equity for all learners

DETAIL ANY OTHER FOCUS QUALITY INDICATOR:



SCHOOL SELF EVALUATION SUMMARY

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

YEAR: 2025 - 2026

COURAGE RELATIONSHIPS VALUES RELEVANCE



SCHOOL IMPROVEMENT PRIORITY

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NATIONAL IMPROVEMENT FRAMEWORK

PRIORITY:

To promote inclusion and further develop our curriculum to ensure children have the skills and knowledge to achieve and attain within all four capacities of Curriculum for Excellence



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



(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)



SCHOOL IMPROVEMENT PRIORITY

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BIGGER PICTURE

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



YEAR2

Inclusive Professional Reading - Know Me to Teach me - Inclusion
Develop Inclusion Strategy – Inclusion
Curriculum Improvement Cycle Developments – Curriculum
Develop of Positive Relationships Policy – Relationship
Review Support for Learning Processes – Inclusion

YEAR3

Develop target setting and digital profiling to record progress and next steps - Differentiation
Embed local community opportunities for partnership and skills development – Curriculum
Literacy Family Learning Event - Literacy

YEAR4

Develop parental understanding and engagement in skills development – Curriculum
Develop digital profiling of wider and achievement through skills and 4 capacities - Curriculum
Revisit sustainability goals and creativity linked to 4 capacities – Curriculum
Numeracy Family Learning Event - Numeracy

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
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 [!\[\]\(ef57557257cbb5c674d51a9e0a98bb4d_img.jpg\) \[REDACTED\]](#) 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 [!\[\]\(2becda4813f27b5edb43f5299d7596ac_img.jpg\)](#) to view our PEF Summary and find out more about our use of funding.