



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 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)

ELC  
ACTION PLAN

PAGE 13

PEF  
STATEMENT

PAGE 14

CURRICULUM  
for EXCELLENCE

PAGE 9

QUALITY  
INDICATORS

PAGE 10

NATIONAL  
IMPROVEMENT  
FRAMEWORK

PAGE 11

BIGGER  
PICTURE

PAGE 12

\*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

YEAR: 2025 - 2026

COURAGE RELATIONSHIPS VALUES RELEVANCE



### 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? 4<sup>th</sup> 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



# SCHOOL IMPROVEMENT PRIORITY



## BROXBURN PRIMARY SCHOOL & ELC

### 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 -

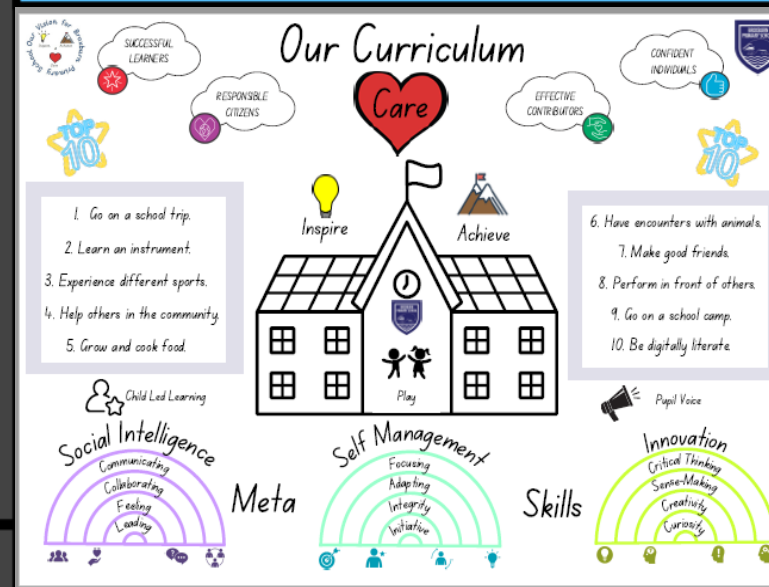


#### SCHOOL VALUES



Care

#### CURRICULUM RATIONALE



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.

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



### 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

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

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

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



Staff  
22.08.25

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



Staff  
12.08.25 & 08.10.25

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



Staff  
26.09.25

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

## SUCCESS/IMPACT INDICATOR:

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

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

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

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

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

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

## RAG:

REVIEW  
SUCCESS



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 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:

Inclusion Improvement
Equity Improvement
Curriculum Improvement

CLPL – Spotighting: Practice Differentiation (14.10.25) 3.45 – 4.15.	Staff 14.10.25
CLPL – Spotighting: Evidence-Based Practice (18.11.25) 3.45 – 4.15	Staff 18.11.25
Play Based Pedagogy Overview – develop approach across 5 strands – Leadership, Curriculum, Environment, Community & CLPL	Staff 26.11.25

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 .	

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





# 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 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

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

#### PLANNED ACTIONS:

VSE Learning Visits (19.01.26)



Staff  
19.01.26

Equity Learning Visits. Cluster Quality Improvement Visit (25.02.26)



Staff  
25.02.26

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



Staff  
14.01.26, 04.03.26 &  
18.03.26

Taster session for Building Thinking Classrooms, led by Broxburn Academy



Staff  
30.01.26

#### SUCCESS/IMPACT INDICATOR:

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

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

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

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

#### RAG:

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 - 2026

COURAGE RELATIONSHIPS VALUES RELEVANCE



# 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 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

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

#### 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

DETAILED DESCRIPTION OF ACTIONS TO BE TAKEN IMMINENTLY - 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

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

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

#### RAG:

REVIEW SUCCESS

YEAR: 2025 - 2026

COURAGE RELATIONSHIPS VALUES RELEVANCE





# SCHOOL IMPROVEMENT PRIORITY



## BROXBURN PRIMARY SCHOOL & ELC

### 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)



### 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)



# SCHOOL IMPROVEMENT PRIORITY



## BROXBURN PRIMARY SCHOOL & ELC

### 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



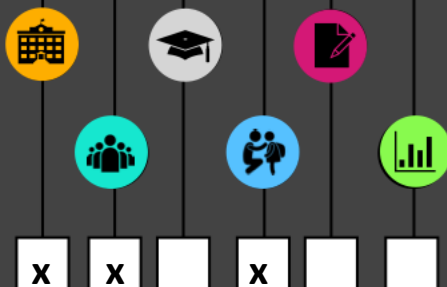
CURRICULUM AND  
ASSESSMENT



PERFORMANCE  
INFORMATION

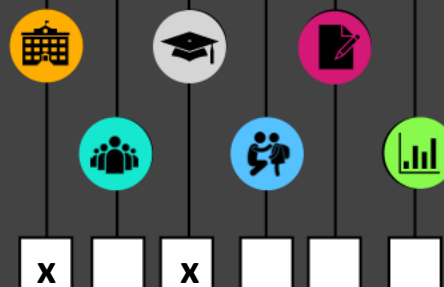
Placing the human rights and needs of every child and young person at the centre of education

THROUGH



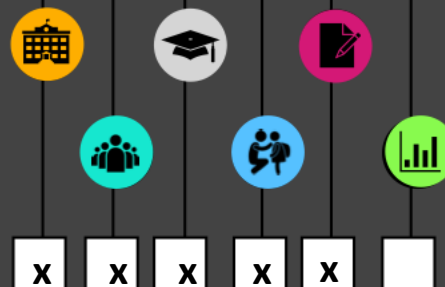
Improvement in all children and young people's health and wellbeing

THROUGH



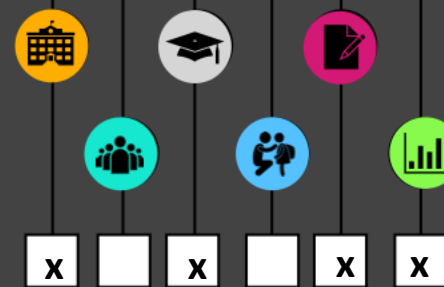
Improvement in skills and sustained, positive school leaver destinations for all young people

THROUGH



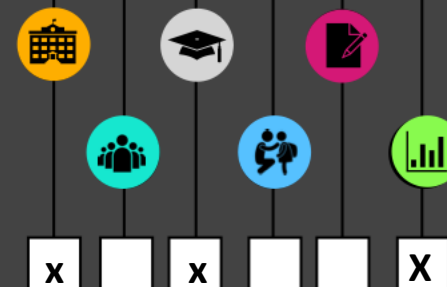
Improvement in attainment, particularly in numeracy and literacy

THROUGH



Closing the attainment gap between the most and least disadvantaged children and young people

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)

YEAR: 2025 - 2026

COURAGE RELATIONSHIPS VALUES RELEVANCE



### 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   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.