



SCHOOL IMPROVEMENT PRIORITY



BROXBURN PRIMARY SCHOOL & ELC

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& FACTORS

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

PRIORITY:

Meeting learner needs through inclusive and impactful pedagogy which underpins a relevant and meaningful curriculum

(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: 2026 - 2027

COURAGE RELATIONSHIPS VALUES RELEVANCE



CONTEXT & FACTORS

PRIORITY:

Meeting learner needs through inclusive and impactful pedagogy which underpins a relevant and meaningful curriculum



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



STANDARDS AND QUALITY REPORT

LOCAL AUTHORITY & CLUSTER

West Lothian Corporate Plan

Education Services Management Plan

Raising Educational Attainment Strategy; West Lothian Stretch Aims

Moving Forward In Your Learning – Inclusive Curriculum: Meeting Learner's Needs

West Lothian Parental Involvement and Engagement Framework

Equity Team and additional allocations, Pedagogy Team

NATIONAL

National Improvement Framework; Challenge; Included, Engaged and Involved Series

UNCRC; Child Protection Procedures

Getting it Right for Every Child (GIRFEC)

GTCS Professional Standards and Update 2021

Pupil Equity Funding/Equity Audit and Self-Evaluation

How Good is Our School? 4TH Edition/Quality Improvement Framework for ELC Sectors

Realising the Ambition

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:

Meeting learner needs through inclusive and impactful pedagogy which underpins a relevant and meaningful curriculum



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 -

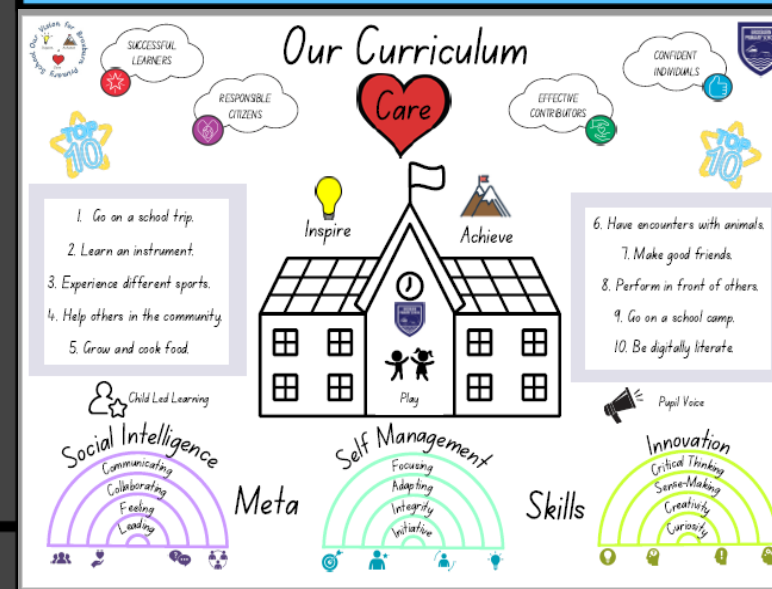


SCHOOL VALUES



Care

CURRICULUM RATIONALE



The overarching priority is connected to our vision, value and aims for all learners, as our curriculum 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:

Meeting learner needs through inclusive and impactful pedagogy which underpins a relevant and meaningful curriculum



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

DATA ANALYSIS STATEMENT:

Only 71% of P5 – P7 children feel that they are getting on well in their learning. For Q2 learners, overall average literacy levels are 64% and overall average numeracy levels are 77% – Equity Improvement

Only 56% of P5 – P7 children feel that that children behave well, 73% feel others treat them with respect and only 52% feel that as a school we deal with bullying well – Relationship Improvement

Less than 66% of children report that staff know strengths, give regular feedback and discuss targets and how to improve learning – Pedagogy Improvement

Overall literacy levels are less than 75% for 43% of stages, overall numeracy levels are less than 80% in 57% of stages and only 56% of P5 – P7 children feel school is enjoyable – Curriculum Improvement

TRIANGULATING SOURCES:

PEOPLE'S VIEWS

*Learner Focus Group,
Parent/Carer Feedback,
Staff Reflection &-Evaluation*

DIRECT OBSERVATION

QI – Learning Visits

QUANTITATIVE DATA

*Power BI, PEF Tracker, Attainment
Data, E & E meetings*

*Learner Focus Group,
Parent/Carer Feedback,
Staff Reflection &-Evaluation*

QI – Learning Visits

*Learner Ethos Survey
Parent/Carer Ethos Survey*

*Learner Focus Group,
Staff Reflection &-Evaluation*

*QI – Learning Visits
QA - Planning Monitoring*

*Power BI, Attainment Data,
E & E meetings*

*Learner Focus Group
Staff Reflection & Evaluation*

*QI – Learning Visits
QA -Planning Monitoring*

*Power BI, Attainment Data,
E & E meetings Learner
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:

Meeting learner needs through inclusive and impactful pedagogy which underpins a relevant and meaningful curriculum

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:

Equity Improvement

Pedagogy Improvement

Pedagogy Improvement

Curriculum Improvement

Curriculum Improvement

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

PLANNED ACTIONS:

1 Excellence & Equity Meeting
Professional Intervention 1 & 2



Staff
WB – 21.09.26,
24.08.26 & 28.09.26

2 LAMP 1– Leaders of Learning (LOL- JH)
LOL Sessions 1, 2 & 3 (JH)



Staff
16.09.26, 17.08.26,
07.09.26 & 28.09.26

3 Improvement Group 1 – Impactful Pedagogy - Play (EF)



Staff
30.09.26

4 CIC Sessions – In-Service 2 & CLPL 3 (SA)



Staff
11.08.26 & 23.09.26

5 Professional Reading 1 & 2



Staff
02.09.26 & 14.10.26

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

SUCCESS/IMPACT INDICATOR:

Q2 learners 'off track' are included in PEF Intervention
Overall Literacy Level for Q2 learners is maintained at 64%
Overall Numeracy Level for Q2 learners is maintained at 77%

LOL (JH) has attended Sessions 1, 2 & 3.
Pre-baseline evidence for inclusive impactful pedagogy has been
analysed and a strategic plan for implementation agreed.

Pre-baseline evaluation completed by all staff
Play Pedagogy Policy reviewed by all staff and adopted
Action Plan for sessions created and agreed with staff

Pre-baseline staff confidence questionnaire evaluation
completed by all staff
Action Plan for sessions created and agreed with staff

Identified reading and reflection completed by all

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

RAG:

REVIEW
SUCCESS

ACTIONS
& INDICATORS

PRIORITY:

Meeting learner needs through inclusive and impactful pedagogy which underpins a relevant and meaningful curriculum

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:

Equity Improvement

Pedagogy Improvement

Pedagogy Improvement

Pedagogy Improvement

Curriculum Improvement

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

PLANNED ACTIONS:

Excellence & Equity Meeting
Professional Intervention 2 & 3



Staff
WB – 23.11.26,
28.09.26 & 23.11.26

In-Service 3 Session – Building Thinking Classroom Pedagogy (KH)
BTC Cluster Training Sessions 1, 2 & 3 (KH)



Staff
26.10.26, 29.09.26,
03.11.26 & 01.12.26

Improvement Group 2 – Impactful Pedagogy - Play (EF)



Staff
25.11.26

LAMP 2 & 3– Leaders of Learning (JH)
LOL Session 4 (JH)



Staff
11.11.26,, 02.12.26
& 02.11.26

CIC Sessions – In-Service 3 & CLPL 4 (SA)



Staff
26.10.26 & 20.11.26

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

SUCCESS/IMPACT INDICATOR:

Q2 learners 'off track' are included in PEF Intervention
Overall Literacy Level for Q2 learners is greater than 65%
Overall Numeracy Level for Q2 learners is greater than 78%

BTC Lead (KH) has attended Sessions 1, 2 & 3
All staff have completed BTC session and have identified action
to develop thinking skills within own practice

All staff have identified and implemented actions for
impactful play pedagogy

LOL (JH) has attended Session 4
Pedagogy Pioneers (PP) have trailed agreed approaches,
through joint planning, team teaching and coaching from LOL

All staff have increased their knowledge and understanding
of their role in engaging with curriculum design

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

RAG:

REVIEW
SUCCESS



SCHOOL IMPROVEMENT PRIORITY



BROXBURN PRIMARY SCHOOL & ELC

ACTIONS & INDICATORS

PRIORITY:

Meeting learner needs through inclusive and impactful pedagogy which underpins a relevant and meaningful curriculum



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:

Equity Improvement

Relationship Improvement

Pedagogy Improvement

Pedagogy Improvement

Curriculum Improvement

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

PLANNED ACTIONS:

Excellence & Equity Meeting
Professional Intervention 4 & 5



Staff
WB - 01.03.27,
04.01.27 & 15.02.27

Revise anti-bullying policy in line with Cluster improvement
- In-Service 4 (HT)



All Stakeholders
15.02.27

Improvement Group 3 & 4 - Impactful Pedagogy - Play (EF)
BTC Cluster Training Sessions 4 (KH)
In-Service 4 Session - Building Thinking Classroom Pedagogy (KH)



Staff
13.01.27, 24.02.27
09.03.27 & 15.02.27

Pedagogy Learning Visits. Cluster QI Morning (HT)
LOL Sessions 5 & 6 (JH)



Staff
03.03.27
11.01.27 & 01.02.27

CIC Sessions - In-Service 4 & CLPL 7 (SA)
Professional Reading 3



Staff
15.02.27, 12.03.27
& 03.02.27

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

SUCCESS/IMPACT INDICATOR:

Q2 learners 'off track' are included in PEF Intervention
Overall Literacy Level for Q2 learners is greater than 65%
Overall Numeracy Level for Q2 learners is greater than 78%

Academy learners have worked with Cluster Primary learners to
revise Anti-Bullying Policy and create cluster policy. Anti-bullying
statement has been updated in School Positive Relationships Policy

Almost all staff have implemented actions for BTC Skills &
impactful play pedagogy, evidenced in Quality Improvement
processes

All staff have attended impactful pedagogy sessions.
Almost all staff demonstrate impactful pedagogy, evidenced
during learning visits.

All staff have increased their knowledge and understanding of
their role in evaluating key curriculum improvement aspects

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

RAG:

REVIEW
SUCCESS

YEAR: 2026 - 2027

COURAGE RELATIONSHIPS VALUES RELEVANCE



ACTIONS & INDICATORS

PRIORITY:

Meeting learner needs through inclusive and impactful pedagogy which underpins a relevant and meaningful curriculum



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:

Equity Improvement

Pedagogy Improvement

Pedagogy Improvement

Curriculum Improvement

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

PLANNED ACTIONS:

Excellence & Equity Meeting
PEF Submission



Staff
31.05.27 & 28.05.26

LAMP 4 – Leaders of Learning (JH)



All Stakeholders
21.04.27

Improvement Group 5 – Impactful Pedagogy - Play (EF)



Staff
26.05.27

CIC Sessions – CLPL 8 (SA)



Staff
06.05.27



SUCCESS/IMPACT INDICATOR:

Q2 learners 'off track' are included in PEF Intervention
Overall Literacy Level for Q2 learners is greater than 65%
Overall Numeracy Level for Q2 learners is greater than 78%

Post-baseline evidence for inclusive impactful pedagogy has been gathered by participating PPs and impact analysed

All staff have completed identified actions and gathered evidence to support application for Play Pedagogy Award
EF has submitted application for Play Pedagogy Award

Post improvement staff confidence questionnaire completed and impact analysed

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

RAG:

REVIEW
SUCCESS

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



A CURRICULUM for EXCELLENCE

PRIORITY:

Meeting learner needs through inclusive and impactful pedagogy which underpins a relevant and meaningful curriculum



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

LEARNERS:

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

INDIVIDUALS:

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

CITIZENS:

2	Respect for others
2 & 4	Commitment to participate responsibly in political, economic, social and cultural life
2 & 4	Develop knowledge and understanding of the world and Scotland's place in it
2 & 4	Understand different beliefs and cultures
2 & 4	Make informed choices and decisions
2 & 4	Evaluate environmental, scientific and technological issues
2 & 4	Develop informed, ethical views of complex issues
4	Make reasoned evaluations

CONTRIBUTORS:

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

Meeting learner needs through inclusive and impactful pedagogy which underpins a relevant and meaningful curriculum



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

4

Rationale and design

4

Development of the curriculum

4

Learning pathways

4

Skills for learning, life and work

2.3 Learning, teaching and assessment

1 & 3

Learning and engagement

1 & 3

Quality of teaching

1 & 3

Effective use of assessment

1 & 3

Planning, tracking and monitoring

3.1 Ensuring wellbeing, equality and inclusion

1 & 2

Wellbeing

1 & 2

Fulfilment of statutory duties

1 & 2

Inclusion and equality

3.2 Raising attainment and achievement

1 & 3

Attainment in literacy and numeracy

1 & 3

Attainment over time

1 & 3

Overall quality of learners' achievement

1, 2 & 3

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:

Meeting learner needs through inclusive and impactful pedagogy which underpins a relevant and meaningful curriculum



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



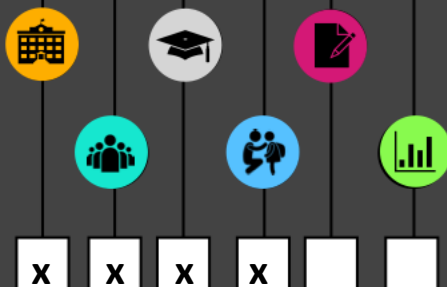
CURRICULUM AND
ASSESSMENT



PERFORMANCE
INFORMATION

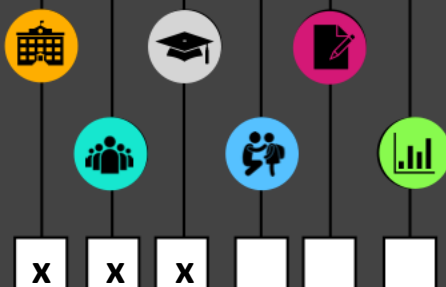
Placing the human rights and needs of every child and young person at the centre of education

THROUGH



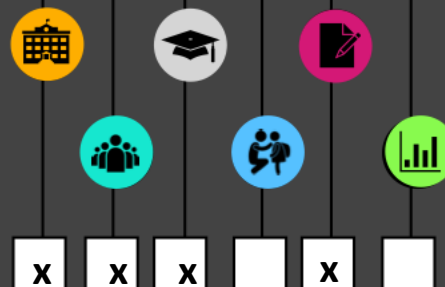
Improvement in all children and young people's health and wellbeing

THROUGH



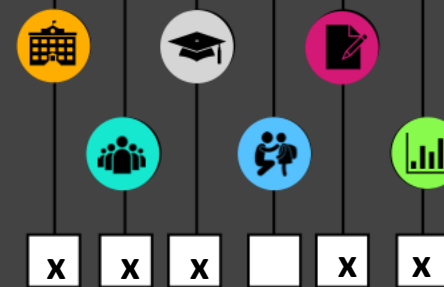
Improvement in skills and sustained, positive school leaver destinations for all young people

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: 2026 - 2027

COURAGE RELATIONSHIPS VALUES RELEVANCE



BIGGER PICTURE

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



YEAR2

Explore the Know-Do-Understand approach, developing understanding the interconnected layers of big ideas, concepts, knowledge and skills.

YEAR3

*Adoption of curriculum changes to Early, First and Second Level
Adoption of evolved technical framework*

YEAR4

*Develop assessment strategies to track progress and next steps
Develop parental understanding and engagement of curriculum
Develop digital profiling of achievement*

(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.