

# LINLITHGOW PRIMARY SCHOOL SCHOOL IMPROVEMENT PLAN

**2025 / 2026**



Created: August 2025



**Courage**

**Relationships**

**Relevance**

**Values**

# Factors Influencing the Improvement Plan

## School Factors

Addressing Action Points identified in school's Self Evaluation procedures  
Cluster Improvement Priorities  
Equity Priorities

## Local Authority Factors

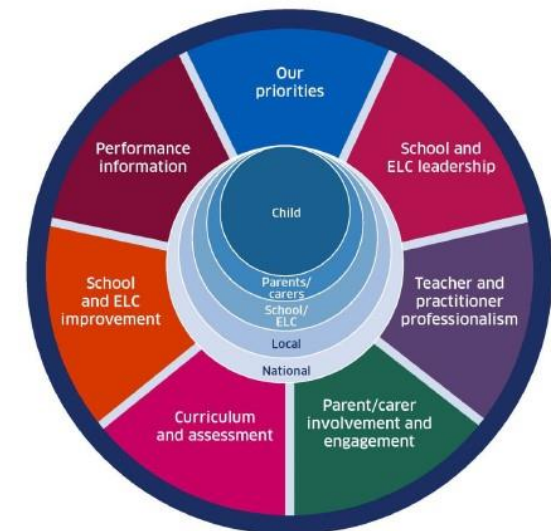
*Moving Forward in Your Learning Guidance*  
*Literacy and Numeracy West Lothian Priorities, HWB*  
Raising attainment, including closing the gap ([West Lothian Raising Attainment Strategy](#))  
*Transforming Your Council*

## Corporate Plan

Education Services Management Plan  
West Lothian Parental Involvement and Engagement Framework  
Equity Team and additional allocations, Pedagogy Team

## National Factors

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



Courage

Relationships

Relevance

Values

## Vision, Values and Aims



# Linlithgow Primary School



**Our Vision:** Together we learn. Together we grow.

**Our Mission:** Create a learning community where everyone can flourish.



**Our Linlithgow Values**

**Growth mindset   Relationships   Opportunity   Wellbeing**



Courage

Relationships

Relevance

Values

## Curriculum Drivers:



Courage

Relationships

Relevance

Values



## Curriculum Rationale:

### STEM

An education that integrates Science, Technology, Engineering and Maths provides pupils with a solid foundation for the future where the rapidly evolving career landscape is powered by rapidly evolving technology. STEM fosters strong analytical and problem-solving skills and provides a platform for developing the 12 Metaskills identified by SDS Scotland. It places learning and education into a real world context, driving both curiosity and ambition. LPS has been very successful in the The Young Engineer Competition last year achieving 2 highly commended awards and 1 winning invention which was built by engineers for the celebrations. The importance of STEM learning and learning through play was highlighted by staff, pupils and parents in our LPS consultation.

Our Play Strategy emphasises the importance of progressive play for learning and a balance of adult led, adult initiated and child led experiences. In a play based classroom, STEM learning is a natural consequence of all the activities and experiences children engage in. Just like real scientists, they will learn by interacting with others and the world around them including outdoor learning experiences. Our STEM room provides of resources for P3-7 to learn through play. Breadth and progression are documented in our science, OL and digital technology pathways. IDL planning ensures depth and cohesion making clear links across curricular areas.

### SPORT

Linlithgow Primary School, has a well-deserved reputation for sporting success within our cluster schools and across West Lothian. All pupils are given the opportunity to develop skills in PE which can then be applied in a number of real life sporting events. P3 pupils take part in a cluster benchball tournament, P5 pupils develop their swimming skills and P7 compete in a rugby tournament. Last year we won the P6 girls Cluster Cross Country competition our team will compete in the West Lothian final. In 2023 our athletics team won not only numerous individual medals but the female competition overall.

Every year, pupils are invited to take part in a range of after school activities from chess club to coding, Euroquiz to Glee, as well as a wide range of sporting opportunities. Our netball team competed well in the cluster tournaments, and our football team won not only the George Allan tournament for the second year running, but also the man of the match and overall Linlithgow Football league. At LPS pupils are also encouraged to experience a wider range of outdoor activities from orienteering to pond dipping. P5 and 7 pupils can attend a residential experience and in P6 pupils provided with outdoor experiences such as canoeing and archery in partnership with Xcite. PEF funding is used to reduce the barrier of poverty for identified pupils. Wider achievements are regularly celebrated at assemblies. This year pupils will be supported to develop their profiling skills to document interests and achievements for all children at LPS.

### CREATIVITY

For over 45 years pupils at Linlithgow Primary have had the opportunity to become Palace Guides, leading tours around the birthplace of Mary Queen of Scots. This commitment to developing expressive arts at LPS is continued today by working in partnership with Scottish Opera, Historic Environment Scotland, Linlithgow Gala Committee to provide opportunities for pupils to participate in creative projects. All pupils have the opportunity to perform in class assemblies, the nativity and a school show. Our artwork welcomes visitors to Linlithgow Railway Station and our mosaics can be spotted across town. Pupils are encouraged to develop creative writing skills and this has featured in the Linlithgow Marches magazine and has been recognised in the BBC 500 words competition.

Pupils, parents and children emphasised the importance of allowing children the freedom to explore and develop their creativity across the curriculum. Recognised by skills Development Scotland as one of the 12 Metaskills, creativity prepares our pupils for the work of work as well as promoting wellbeing through relaxation and mindfulness through music and the arts. Recognition of creativity allows many more pupils to shine and experience success. IDL planning encourages meaningful contexts for skills development and play. Creativity in science encourages innovation and in literacy and the arts, creativity promotes connection between individuals and cultures.

### COMMUNITY

Opened in 1967, Linlithgow Primary School lies at the heart of a town steeped in history and tradition. The site of Linlithgow Palace and Peel has been occupied as far back as Roman times, over 2000 years ago, and Linlithgow is now home to almost 13,000 people. There are many community events during the year including the Riding of the Marches which dates back to 16th century, Children's Gala Day and more recently Party at the Palace. There are over 150 community groups and 400 businesses in the Linlithgow Directory.

During our consultation, the rich history and warm welcome of our local community was emphasised. Through our curriculum we strive to connect with people not only in Linlithgow, but also to learn about communities across Scotland and the World. Some of our community links are with Burgh Beautiful, Linlithgow Palace, Xcite Sports Centre, St Michaels Parish and St Ninian's Parish churches, Scottish Energy and Cala Homes. We have gained our Rights Respecting Schools Bronze award and are now aiming for Silver. Our curriculum emphasises sustainability, a commitment to Fairtrade and our HWB trails and school culture encourage kindness to ourselves and others. Our One Trusted Adult approach provides a platform for children to share their worries and support their mental health. All pupils have the opportunity to shape their learning experiences with an emphasis on pupil participation and choice in IDL planning, and all pupils from nursery to P7 being invited to participate in a Pupil Voice Group. Our recently opened Blether Cafe won a Scottish Enterprise Award last year and aims to provide a space to make community connections as well as allowing pupils to develop skills for learning, life and work. We learn about and celebrate Scottish culture but also welcome pupils and families from across the world. Outdoor learning experiences provide opportunities to learn about our community and as a stimulus for learning across the curriculum.

Linlithgow Primary School has a school role of 346 pupils in P1-7 and 80 in our ELC. Our catchment is varied with 13% of our families experiencing poverty and 23% of our pupils are identified as having additional support needs. Our PEF planning ensures that children who face this barrier are offered additional opportunities to overcome this inequality. We have a sharing shelf open to all, which is stocked with surplus from local businesses and free second and hand uniforms. Parents, staff and pupils work together to support those with ASN, whether physical disability or those with neurodiversity. Curriculum planning is differentiated and progressive, offering support and challenge across the 4 contexts of learning. A parent neurodiversity group offers support for those who care for children with ASN and this year we aim to achieve our Disability Scotland Award. Linlithgow Primary School aims to create a community where every child can flourish.



Courage

Relationships

Relevance

Values

## Contextual Data Analysis and Rationale for 2025/26 School Improvement Plan

Linlithgow Primary School is a non-denominational school serving the north-west side of the Burgh of Linlithgow. The school provides a nurturing and inspiring learning community where ambitious learners are supported and challenged to flourish and succeed.

Our school benefits from a rich outdoor learning environment within the Burgh of Linlithgow with Linlithgow Palace, the Peel, the Union Canal and Linlithgow Loch providing rich historical environmental and ecological contexts for learning in our immediate environment. The school is proud to work in partnership with Linlithgow Palace and Historic Environment Scotland to provide opportunities to embed the Career Standard, through a comprehensive Palace Guide programme.

The Linlithgow community are proud of their local schools and Linlithgow Primary School fosters strong partnerships with the local churches, Rotary Club and Round Table, Burgh Beautiful and local businesses (e.g. Tesco, Sainsbury's and Aldi supermarkets), as well as a wealth of local businesses who provide excellent curriculum opportunities to develop our young workforce of the future in and for Linlithgow. Linlithgow Primary School are committed to working in true partnership with parents/carers to positively impact on school improvement.

In session 2024-25 the school had a school roll of 358 primary children, with a further 63 children in our Early Learning and Childcare setting, using AM, PM or full day provision. Our nursery also offers the chance for parents/carers to purchase additional childcare hours, across the week, should they wish to use this service.

Linlithgow Primary School works with partner schools within the Linlithgow Academy cluster. Pupils benefit from a wide-range of opportunities, in our community and further afield, and from across the wider curriculum; including in Social Subjects, Physical Education and Expressive Arts. Tuition in Brass and Strings is provided for children from P5 to P7.

The school has an active Parent Council and Fundraising Group who are supportive of the school, especially in the areas of fundraising, communication and liaison.

Staff across the school and nursery demonstrate strong collegiality, teamwork, dedication and commitment to self-evaluation which leads to improved outcomes for all learners.



**Courage**

**Relationships**

**Relevance**

**Values**

### a) Background - The context for the learners in your school

Of our 358 pupils, we generally have an equal balance of boys and girls across school, however this varies by stage. At our P1 and P2 stages, we have slightly more female pupils than males. In our P3 and P5 stages, we have significantly more male pupils than females. We have a free school meal uptake of 10% and 16% of our pupils receive a clothing grant. Our school received £31,850 in pupil equity funding last session, which we use to close the poverty-related attainment gap. 2% of our role are looked after or accommodated children. In terms of deprivation, the majority of our children **(62%) live in the least deprived postcodes and so are in Quintile 4 or Quintile 5**. A further 30% of our pupils are in Quintiles 2 and 3, and 4% of our pupils are in Quintile 1. Our social-economic demographic is therefore mixed, with the greatest number of pupils living in the least deprived postcodes, however around **19% of our pupils do live in areas of deprivation (Quintiles 1 and 2)**. We receive a proportional amount of pupil equity funding each session to ensure that we are working to close the poverty related attainment gap. Our school is currently ranked in position 58, out of 68 primary schools, where position 1 is the most deprived and position, 68, the least.

### b) Data to identify the universal and targeted School Improvement Plan priorities (SIP)

**Additional support needs:** We are a highly-inclusive and nurturing school. We believe in helping all children to realise their unique talents and gifts and to remove any barriers to learning. Across our school roll, we fully include support for a number of children with additional support needs including, Autism Spectrum Disorder (about 4% of our total pupil roll), English as an Additional Language (about 3%), Language or Speech Disorders (about 1%) and Dyslexia (about 4%). We support around 6% of our pupils who have social, emotional and behavioural difficulties, through nurture and other wellbeing interventions.

**Early Years' Trackers:** Data from our early years' trackers 2024-25 shows that **most** of our children (>75%) are making age-appropriate progress, or greater than this, in Literacy, Numeracy and Maths and Health and Wellbeing. There are some children in our nursery who need more support with phonological awareness (hearing rhyme and the different sounds in words), to enable them to make age-appropriate progress in the experiences and outcomes for Early Level, Curriculum for Excellence. We also support children who need more help with certain aspects of their early, numerical understanding e.g. recognising a small amount of objects, without counting (subitising). We provide a range of on-going, flexible interventions to help our nursery pupils to fill any gaps in their knowledge and understanding of key concepts in Literacy, Numeracy and Maths and in Health and Wellbeing.

**Wellbeing:** In our most recent pupil wellbeing questionnaires, **almost all** of our pupils (over 90%) across school, rated that they feel Healthy, Safe, Nurtured, Included and Respected in our school, and show that they are aware of how to stay Active and Healthy. A tiny proportion of our pupils feel that they aren't always fully respected and/or included in school and/or at home. They rated themselves as 'amber' on this wellbeing indicator. This is something that we will continue to work on with pupils across school, through continuing to embed our Positive Relationships and Anti-Bullying policies, continuing our Peer Mentor/Mediation programme, in our playground, supporting children to learn basic assertiveness skills through our Health and Wellbeing programme and



Courage

Relationships

Relevance

Values

allowing all children to have greater agency in their own learning experiences. We will also continue our One Trusted Adult approach in school to ensure that every child has someone to talk to, should they need more help.

**Pupil Engagement:** Teachers report, through their professional judgement, that almost all pupils are engaged in class during learning experiences in Literacy, Numeracy and Health and Wellbeing. This is evidenced in our pupil tracking data. Our Quality Improvement evidence over the past three sessions (2022-2025) shows that there have been improvements in children's focus and engagement in lessons, in all classes, across school. ***Almost all*** pupils (>90%) are generally fully engaged in classroom experiences and fulfilling the expectations in lessons from P1-P7.



Courage

Relationships

Relevance

Values



**CFE Tracking data: Our Curriculum for Excellence data for session 2024-2025, based on Teacher Professional Judgement, shows the following:**

- **Almost all** children (>90%) are making the required progress in Literacy and Numeracy, across the Primary 1, Primary 2, Primary 4 and Primary 5 stages. **Most** children (80-90%) in P3, P6 and P7 classrooms have attained the required levels in Literacy and Numeracy by the end of session 2024-2025
- We have worked extensively to raise attainment and achievement for all pupils, over the past three sessions and our overall school attainment profile, is now well above the West Lothian Council average, at all stages of the school (P1-P7).
- We set a stretch aim in session 2024-2025, to ensure that 87% of our pupils would achieve all aspects of Literacy (Reading, Writing and Listening and Talking) and Numeracy and Maths, at the required level, by the end of the academic year. We have achieved this or exceeded this aim in every stage, apart from P6, where we have a small number of pupils who still require specific interventions to help them to fill gaps in their learning. We note however, that our P6 data is showing an 'upward trend' with pupils having increased their rate of progress in the past couple of sessions.
- Our P7 data has greatly improved over the past three sessions (2022-25) with most children now making age-expected progress by the end of Second Level. Our data is above the West Lothian Council schools' average and is akin to that of other schools, in our data benchmark group.
- At the P3 and P6 stages, our Literacy attainment, particularly children who are attaining all 3 aspects of Literacy, is slightly lower than in other stages across the school. In these stages, we have a few Q1 children and/or children with additional support needs, who have barriers to learning and need more support to fill gaps in their learning. Our interventions in Literacy, and Health and Wellbeing, support learners at these stages. We have also prioritised these stages when allocating a pupil support worker or volunteer to classes. This means that the adult-child ratio is generally higher in these stages.
- There is a 41% gap in the P1-7, combined Literacy levels, between Q1 and Q5 children in our school. However, last session (24-25) our Q1 to Q5 attainment gap in Literacy was 55% which means that we have managed to close the gap, significantly and in a relatively short period of time. In some cases, our Q1 children are not making the same rate of progress, as per the authority average, and nor are these children keeping pace with their Q5 peers within our school. We will continue to improve the attainment of our Q1 pupils, next session (25-26), by ensuring that our targeted interventions are carefully planned, measured and having the desired impact on the progress and wellbeing of these children.
- There is a 42% attainment gap between our Q1 and Q5 children in Reading (across P1-7). This session, we will focus on raising attainment in Reading and helping our Q1 children to close the gap on the attainment of their peers. As part of our improvement priorities, we will ensure that all children in school are given the skills and opportunities to access different types of texts, for a variety of purposes and across different contexts. We will also provide a range of targeted interventions to support children to increase their skills in decoding and comprehension. Other measures to support will include the effective use of technologies, including Microsoft Learning Accelerators and Immersive Reader. We will also continue with our 'Ten Minutes A Day' reading initiative which sees parent volunteers coming in to school to support children's reading skills.
- At the P4 and P7 stages, interventions will focus on raising attainment in Reading and Writing for groups of children and individuals with additional support needs. Some of these children require highly-differentiated learning to enable them to access and understand texts and to create their own texts.



Courage

Relationships

Relevance

Values

**Digital Connectivity:** We have increased our digital technology resources across school again this session, to ensure that children in all classes and stages of the school have access to up-to-date technology. We continue to support our families who need it, to have access to technologies at home.

**Participation:** We have a well-developed, varied wider curriculum which gives all pupils the opportunity to develop their talents and skills across the 4 contexts of learning. We provide a host of different extra-curricular clubs and experiences, which varies each term and is based on children's interests and desires. We also support pupils to run their own clubs at break and lunchtimes as a way to develop their leadership, creativity and entrepreneurial skills. We actively encourage and support all children to attend clubs and we track pupil participation and attendance at our clubs to ensure that everyone has a chance to attend. Our Q1 children have all attended at least one club, over the past two sessions, and we have provided additional support for some of our pupils to enable them to do this.

**Our improvement priorities based on evidence:**

- **All (100%)** pupils will benefit from increased opportunities to talk about their feelings and emotions and to be supported to regulate their feelings and emotions, in classrooms and across school. This will hopefully ensure that all children (100%), feel listened to, respected and included in our school.
- **All (100%)** pupils, from P1-7, will benefit from the use of digital technologies to support progress in reading.
- **Most (>75%),** of our Q1 and Q2 children, across school, and especially at the P4 and P7 stages, will be on track for Reading. A range of targeted interventions, as well as an increased adult-child ratio, will be in place to support these children to close any gaps in their learning.
- **All children (100%)** will benefit from increased opportunities to lead learning experiences and develop a variety of skills for work, in classrooms, across school and throughout the wider community.

**Our cluster improvement priority, based on evidence, is as follows:**

- **All (100%)** of P7 pupils, from across the Linlithgow cluster primary schools, will benefit from a coherent understanding of 'mathematical behaviours', as they move to S1, at Linlithgow Academy.



**Courage**

**Relationships**

**Relevance**

**Values**

Linlithgow Primary School - School Improvement Planning for Ensuring Excellence and Equity				
School priorities linked to knowledge and data as identified on previous page	NIF Driver	Proposed actions	Timescale	Measures of Success
<p><b>Improvement in all children and young people's wellbeing:</b></p> <ul style="list-style-type: none"> <li><b>All (100%)</b> pupils will benefit from increased opportunities to talk about their feelings and emotions and to be supported to regulate their feelings and emotions, in classrooms and across school. This will hopefully ensure that all children (100%), feel respected and included in our school.</li> </ul> <p><b>UNCRC Article Numbers: 8, 28, 29</b></p> <p><b>Wellbeing Indicators: Respected, Responsible, Included, Wellbeing</b></p> <p><b>School Values: Growth Mindset, Relationships, Wellbeing</b></p> <p><b>Meta-skills: Integrity, Feeling, Adapting, Communicating, Collaborating.</b></p>	<input type="checkbox"/> School and ELC Improvement. <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information	<ul style="list-style-type: none"> <li>Re-examine our Positive Relationships/Anti-bullying policy (2023) to ensure that they meet the guidance shared in the new, WLC Positive Relationships Policy (published May 2025).</li> <li>Continue to embed the 'Stop, Think, Choose' approach to supporting children to make positive choices for themselves and others, in all classrooms across school and in our playground.</li> <li>Health and Wellbeing teacher champs and pupil, 'Mini-Champs' to examine data around our 2025-2026 School Health and Wellbeing profile, planning actions, specifically around the Wellbeing Indicators of Included and Respected- these were rated the lowest on our questionnaire feedback, although there were still in the 90% range.</li> <li>Continue to embed the use of the Zones of Regulation/5-Point Scale in classrooms for pupil Health and Wellbeing, daily check-ins.</li> <li>Through CLPL, staff to be supported to use the Jigsaw H&amp;WB resource to plan daily 'mindfulness' activities in all classrooms (P1-7). Staff to measure the difference in children's engagement in class, after undertaking mindfulness work.</li> <li>A wellbeing hub will be set up, supported by a key adult in school, to enable children to be able to access a 'safe space' at break-times and/or lunchtimes, knowing that they have a trusted adult to talk to.</li> <li>UNCRC/RRS Pupil Leadership Committee, to work towards our Gold Award for respecting children's rights/their right to be supported and heard by adults.</li> <li>Staff to be supported to begin the practice of having a 'Morning Meeting' or 'Connect-time' in each classroom, on a regular basis, to enable children to learn the conventions of 'circle-time'- listening to others, feeling 'heard' by others and showing empathy towards each other.</li> <li>Family Learning Events to be planned around supporting children with emotional regulation.</li> </ul>		<p><b>All children (100%)</b> will report, through H&amp;WB questionnaires, that they feel respected and included in school.</p> <p>Classroom observations and learning walks will display evidence of <b>almost all</b> children (&gt;90%) being settled, engaged in class and fully supported.</p> <p>In Learning Conversations with pupils, <b>almost all</b> children (&gt;95%) will be able to discuss ways that they are supported to learn to regulate their emotions, in school.</p> <p>Through Ethos Surveys and H&amp;WB questionnaires, <b>most</b> of our parents/carers (&gt;70%), will report that their child is respected and fully included in the life and work of the school.</p>
<p><b>Raising attainment for all, particularly in literacy and numeracy(universal):</b></p> <ul style="list-style-type: none"> <li><b>All (100%)</b> pupils, from P1-7, will benefit from the use of digital technologies to support progress in reading.</li> </ul>	<input checked="" type="checkbox"/> School and ELC Improvement <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information	<ul style="list-style-type: none"> <li>Staff to work with SLT to create realistic/achievable 'stretch aim' target for children's reading attainment- this is likely to be around 88-90% of all learners to be 'on track' in reading, from P1-7, by June 2026.</li> <li>Staff Pedagogy Leads to be established to support key aspects of Learning, Teaching and Assessment- including the teaching and assessment of Literacy and Reading. Staff will have the opportunity to learn from the Pedagogy Leads, and to develop their own</li> </ul>		<ul style="list-style-type: none"> <li>Classroom observations, learning walks, pupil learning conversations, will display evidence to show that <b>all pupils (100%)</b> are motivated and engaged in reading lessons and are making progress, at their own level and with the support given.</li> <li>Classroom observations and learning walks will display evidence of digital technologies being used effectively by pupils, in <b>most</b> classrooms (&gt;75%).</li> </ul>



**Courage**

**Relationships**

**Relevance**

**Values**

<p><b>UNCRC Article Numbers: 12, 13, 28, 29</b></p> <p><b>Wellbeing Indicators: Achieving, Healthy, Included, Respected</b></p> <p><b>School Values: Growth Mindset, Opportunity, Relationships.</b></p> <p><b>Meta-Skills: Focusing, Creativity, Critical Thinking, Integrity, Adapting, Problem-Solving, Communicating, Collaborating</b></p> <p><b>Cluster Improvement Priority:</b></p> <ul style="list-style-type: none"> <li><b>All (100%)</b> of P7 pupils, from across the Linlithgow cluster primary schools, will benefit from a coherent understanding of mathematical behaviours, as they move to S1, at Linlithgow Academy.</li> </ul>		<p>practice, through professional dialogue, team teaching and peer observations.</p> <ul style="list-style-type: none"> <li>SIP working group to audit current reading resources and to provide any recommendations for resources needed to, ensure that children benefit from the best possible experiences in reading and across a wide range of genre. This group to also review our Reading Teaching Trail to ensure that it is still relevant and fit for purpose.</li> <li>Staff to further explore and embed the use of Microsoft Learning Accelerators in classrooms to support/challenge pupils in reading, as needed.</li> <li>Staff to further explore the use of Kindles in class libraries to encourage 'reading for pleasure'.</li> <li>'Novel Navigators' Pupil Leadership Group, to lead the school towards achieving the Reading School, Gold Award to show our commitment to creating a 'culture for reading' across school.</li> <li>WLC Digital Pedagogy Team support further CLPL in school, for staff around creative/innovative use of technologies in reading.</li> <li>PSW team to be trained in Microsoft Reading Accelerators and Immersive Reader.</li> <li>Further embed the use of our '4-part lesson structure' in reading to ensure that children receive consistently high-quality experiences from P1-7.</li> <li>Further embed our approaches to personalisation and choice in reading lessons to enable children to talk ownership over their learning, according to preferences.</li> <li>Develop innovative/creative approaches to enable children to 'lead the learning' in reading lessons e.g. Book Clubs/Literature Circles.</li> <li>Further consider the use of Formative Assessment strategies and Aifl tools in reading lessons- including, how formative assessment is used effectively and especially so, in the plenary section of the lesson.</li> </ul> <p>Through cluster CAT sessions and additional opportunities for professional dialogue, all LPS staff will begin to explore 'mathematical behaviours' as part of their understanding of how children learn, and especially at the P7 stage. P7 teaching staff to be supported to undertake 'learning walks' and to engage in 'team-teaching' with colleagues from the Maths Department at Linlithgow Academy.</p>	<ul style="list-style-type: none"> <li>Attainment data will evidence <b>that almost all pupils (&gt;90%)</b> across school, are making the required progress in reading for their age and stage.</li> <li>'Progress over time' attainment data, will display evidence of <b>a small number of learners (around 2 or 3), in each class</b>, from P1-7, who have moved from Track 2 to Track 1, in reading, between August 2025 and June 2026..</li> <li>Our social media feed, learning walks and classroom observations, will showcase the many different opportunities that children are given to use technologies to support reading and to read for pleasure.</li> <li>Pupil learning conversations will provide evidence to show that <b>most children (&gt;75%)</b>, can describe how they use technologies to support them in reading.</li> </ul> <ul style="list-style-type: none"> <li>Alongside children from across the cluster primaries, <b>almost all (90%)</b> of our P7 pupils will display increased confidence and competence in identified aspects of Numeracy and Maths at <u>Second Level</u>, and as they move into S1.</li> <li>An identified group of <b>&lt; 5 pupils</b>, will show improvements to their Numeracy and Maths confidence and understanding, <u>at their own level</u>, as they move into S1.</li> </ul>
---	--	--	---



**Courage**

**Relationships**

**Relevance**

**Values**

<p><b>Tackling the attainment gap between the most and least advantaged children (targeted):</b></p> <ul style="list-style-type: none"> <li><b>Most (&gt;75%),</b> of our Q1 and Q2 children, across school, and especially at the P4 and P7 stages, will be on track for Reading. A range of targeted interventions, as well as an increased adult-child ratio, will be in place to support these children to close any gaps in their learning.</li> </ul> <p><b>UNCRC Article Numbers: 26, 28, 29</b></p> <p><b>Wellbeing Indicators: Achieving, Included</b></p> <p><b>School Values: Growth Mindset, Opportunity</b></p> <p><b>Meta-skills: Focusing, Sense-Making, Communicating.</b></p>	<ul style="list-style-type: none"> <li>☑School and ELC Improvement</li> <li>☑School and ELC Leadership</li> <li>☑Teacher and Practitioner Professionalism</li> <li>☑Parental Engagement</li> <li>☑Curriculum and Assessment</li> <li>☑Performance Information</li> </ul>	<p><i>'All West Lothian schools are committed to continuously developing their approach to ensure equity and tackle the poverty related attainment gap. Each school's <b>PEF Summary</b> 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. Please follow this link to view our PEF Summary and find out more about our use of Pupil Equity Funding:</i></p> <p><a href="#"><u>Our PEF Summary/Excellence and Equity Strategy can be found here</u></a></p> <p>- Plus 'Ten Minutes a Day' reading initiative.</p>		<p>Documented in PEF Plan</p>
<p><b>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</b></p> <p><b>All children (100%)</b> will benefit from increased opportunities to lead learning experiences and develop a variety of skills for work, in classrooms, across school and throughout the wider community.</p> <p><b>UNCRC Article Numbers: 15, 17, 28, 29</b></p> <p><b>Wellbeing Indicators: Included, Achieving, Active, Responsible, Respected.</b></p> <p><b>School Values: Growth Mindset, Opportunity, Relationships, Wellbeing</b></p> <p><b>Meta-skills: Leading, Integrity, Feeling, Focusing, Curiosity, Creativity, Sense-making, Critical-Thinking, Collaborating, Communicating.</b></p>	<ul style="list-style-type: none"> <li>☑School and ELC Improvement</li> <li>☑School and ELC Leadership</li> <li>☑Teacher and Practitioner Professionalism</li> <li>☑Parental Engagement</li> <li>☑Curriculum and Assessment</li> <li>☑Performance Information</li> </ul>	<ul style="list-style-type: none"> <li>P4-7 Profiling to move to My World of Work platform, with support from Digital Pedagogy Lead at WLC. Teachers to explore the use of the platform and P1-3 Seesaw, to track children's skills development, across the curriculum.</li> <li>PEF Lead and all staff, to continue to carefully consider pupil participation, across the entire curriculum, to ensure that it is equitable for all children, including our Q1 and Q2 learners.</li> <li>Leaders of Learning project (P5), to continue in our school, alongside regular Biscuit and Blether sessions (P1-7), to allow pupils the chance to engage in school self-evaluation and improvement work, helping them to build a variety of skills including: communication, focusing, collaborating.</li> <li>Work with cluster primary schools, to explore the use of the 'Leaders of Learning' project to enable children to develop skills to support school self-evaluation, across and between schools/different contexts.</li> <li>Teachers to continue to embed our refreshed approaches to the teaching of Social Subjects and IDL (consultation process with children, learning based on children's interests and tied in to Es and Os, learning shared and made visible).</li> <li>Teachers to continue to be supported to plan 'holistic' assessments in Social Subjects/IDL, preferably set in 'real-life' contexts and to involve a degree of problem-solving.</li> <li>Teachers to continue to embed our Outdoor Learning/Outdoor Science Teaching Trails to ensure that they are providing quality</li> </ul>		<ul style="list-style-type: none"> <li>Classroom observations and learning walks, will display evidence that <b>almost all children (&gt;90%)</b> benefit from high-quality learning experiences that enable them to lead learning, make choices and develop a range of skills for the world of work.</li> <li>Our social media feed, bi-annual Achievement Sways and monthly newsletters will detail evidence of the many different opportunities that <b>all children (100%)</b> are given, to lead learning experiences, across the 4-contexts of Curriculum for Excellence.</li> <li>Our Pupil Participation data will show that <b>all (100%) of our Q1 and Q2 children</b> have either led or attended at least one, lunchtime or after-school club, to support their skills development and to ensure equity for all.</li> </ul>



**Courage**

**Relationships**

**Relevance**

**Values**



		<p>experiences for children to develop skills and learn in the outdoor environment.</p> <ul style="list-style-type: none"> <li>• 'Maker-Spaces' to be embedded in all classrooms and in the STEM room, to give children access to spaces and resources to be creative/innovative, across the curriculum.</li> <li>• Pupil Leadership Groups to continue- based on children's interests and across the skills spectrum from, Nursery-P7.</li> <li>• Pupils to continue to be encouraged to follow own interests to create and lead a variety of lunch-time/break clubs.</li> <li>• Our wide and varied, extra-curriculum programme to continue, to allow children to develop new skills and extend existing ones, through different contexts.</li> <li>• Social Enterprise Café to continue, monthly, led by Pupil Equity Group, to provide opportunities for children to develop skills for work including understanding of budgeting, profit and loss and making community links/networking.</li> </ul>		
--	--	--	--	--



Courage

Relationships

Relevance

Values