

LINLITHGOW PRIMARY SCHOOL SCHOOL IMPROVEMENT PLAN

2026 / 2027



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Factors Influencing the Improvement Plan

School Factors

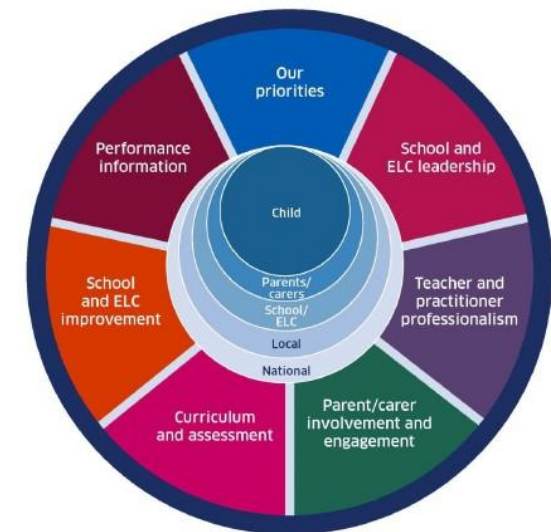
Addressing Action Points identified in school's Self Evaluation procedures
Cluster Improvement Priorities
Equity and PEF Priorities from equity self-evaluation materials 2026

Local Authority Factors

Moving Forward in Your Learning Guidance – Meeting Learners Needs
Raising Educational Attainment Strategy (23-28) - [WLC Raising Educational Attainment Strategy 2023-28.pdf](#)
West Lothian Council Corporate Plan (23-28) - [WLC Corporate Plan 2023_05_30.pdf](#)
Education Services Management Plan (23-26) - [Service Improvement Plan Education Services 2023-26.pdf](#)
West Lothian Parental Involvement and Engagement Framework
Equity and Pedagogy Teams; Additional allocation
West Lothian Stretch Aims
West Lothian Priorities - Literacy and Numeracy, HWB

National Factors

Achieving Excellence and Equity 2026: National Improvement Framework - [2026 National Improvement Framework](#)
Included, Engaged and Involved Series – Attendance, Behaviour and Curriculum
Presumption to provide education in a mainstream setting 2019
Support for Learning: All our Children and All their Potential (ASL Review) 2020; [Additional support for learning - Schools - gov.scot](#)
GTCS professional standards and professional update 2021
[Pupil Equity Funding](#); National Operational Guidance 2026/7
Education Scotland '[Pupil Equity Funding: Looking inwards, outwards, forwards – sharing effective practice to maximise support for learners and practitioners](#)'
How Good is Our School? 4th Edition - [How Good is Our School \(4th edition\)](#); How Good is OUR School? [How good is OUR school? Part 1](#)
Quality Improvement Framework for ELC and Childcare Sectors - [Quality improvement framework for the early learning and childcare sectors | Inspection frameworks | His Majesty's Inspectorate of Education in Scotland](#)
Realising the Ambition - [realisingtheambition.pdf](#)
UNCRC; Getting it Right for Every child (GIRFEC); Child Protection Procedures
Curriculum Improvement Cycle - [The Curriculum Improvement Cycle \(CIC\) | About Curriculum for Excellence | Curriculum for Excellence | Education Scotland](#)
Moderation Cycle and Assessment
Developing Scotland's Young Workforce



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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



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Curriculum Drivers:



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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.



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Contextual Data Analysis and Rationale for 2026/27 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 is committed to working in true partnership with parents/carers to positively impact on school improvement.

In session 2025-26 the school had a school roll of 344 primary children, with a further 81 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 diverse 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 highly 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.



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

Of our 344 pupils, we generally have an equal balance of boys and girls across school, however this varies by stage. At our P2 and P3 stages, we have slightly more female pupils than males. In our P4 and P5 stages, we have significantly more male pupils than females. We have a free school meal uptake of 12% and 14% 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 roll are looked after or accommodated children. In terms of deprivation, the majority of our children **(58%) live in the least deprived postcodes and so are in Quintile 4 or Quintile 5**. A further 31% of our pupils are in Quintiles 2 and 3, and 5% 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 **20% 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 provide a range of supportive interventions, for a number of children with additional support needs including, Autism Spectrum Disorder (about 4% of our total pupil roll), Communication Support Needs (about 3% of all pupils), English as an Additional Language (about 2%), Language or Speech Disorders (about 1%) and Dyslexia (about 3.5%). We also support around 6% of our pupils who have social, emotional and behavioural difficulties, through nurture and other wellbeing interventions, including the use of our Wellbeing Hub.

Early Years' Trackers: Data from our early years' trackers 2025-26 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). In Health and Wellbeing, a small number of children are also receiving support to help them to recognise their feelings and emotions and communicate their needs, to adults. 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. We have a small number of pupils who will need additional support with their social communication skills and to help them to build relationships, when they enter P1 in August 2026. These pupils will be supported through our Sensory Room (Rainbow Room) provision, nurture and wellbeing support as well as targeted interventions in Literacy and Numeracy, to meet their needs.



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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 allowing all children to have greater agency in their own learning experiences and their views to be taken forward, in decisions which affect them. 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. Our Wellbeing Hub will continue to provide a safe and nurturing space for children to learn about their feelings and emotions and to support the building of friendships.

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 (2022-2026) shows that there have been significant 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, with the support given to them.

CFE Tracking data: Our Curriculum for Excellence data for session 2025-2026, based on Teacher Professional Judgement, shows the following:

- This session, **almost all** children (>90%) are making the required progress in Literacy and Numeracy, across the P1-6 stages. At the P7 stage. **Most** children (87%) are making the required progress at the P7 stage in all aspects of Literacy and 90% of pupils are making the required progress in Numeracy and Maths.
- 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 2025-2026, to ensure that 90% 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 in P7 Literacy, where we have a small number of pupils who have not achieved all aspects of Literacy, at the required level by the end of P7. A range of support interventions have been in place, to help these pupils to fill gaps in their learning and they have all made progress, at their own level.
- Our P7 data has greatly improved over the past four sessions (2022-2026) with **most to almost all** 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 P4 and P7 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.



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- There is a 40% gap in the P1-7, combined Literacy levels, between Q1 and Q5 children in our school. However, in session (23-24) our Q1 to Q5 attainment gap in Literacy was 55% and in session (24-25) our attainment gap in Literacy was 41%, 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 (26-27), 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 currently a 36% attainment gap between our Q1 and Q5 children in Reading (across P1-7). Last session, this was at 42% so we have been able to 'close the gap' for many of our Q1 pupils, through our interventions to raise attainment, including increased use of digital tools in reading lessons to provide support as well as our 'Ten Minutes a Day' reading initiative where parent volunteers, come into school to support pupils in reading.
- We are aware that we are a number of pupils who are coming into P1, in August 2026, who will need additional support for their early Literacy and Numeracy skills as well as specific interventions for Health and Wellbeing. At the P5 stage, in session 2026-27, we will have our highest number of Q1 children, from across school. A range of targeted interventions will focus on raising attainment in Reading and Writing for groups of children and individuals with additional support needs, at this stage.

Digital Connectivity: Through the support of our Parent Council and Parent Fundraising Team, 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. This session, the school successfully received a substantial grant from Digital Xtra, which has been used to set up a coding club, for all interested children. The children were trained in initial coding skills and then were empowered to share their skills, with the wider pupil body.

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 three sessions, and we have provided additional support for some of our pupils to enable them to do this.

c) Our improvement priorities based on evidence:

- To continue to ensure that all (100%) children and young people, including those with additional support needs, have a strong voice in decisions which affect them, by June 2027.



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- By June 2027, all (100%) staff will have re-visited and strengthened our approaches, to universal classroom support, in Numeracy, through providing sufficient challenge and high-quality approaches to differentiation, in all classrooms and for the benefit of all learners.
- The majority of our Q1 pupils, (up to 74%), at the P1 and P5 stages, will be making age-appropriate progress, in Literacy and Numeracy, through the impact of specific, measurable and achievable targets and rigorously evaluated, targeted interventions
- By June 2027, all staff will have engaged in technical frameworks published by the Curriculum Improvement Cycle and show increased confidence in their understanding of curriculum making

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

- By June 2027, to work together as a cluster, to deepen staff knowledge of inclusive pedagogy, within a mathematical context and taking cognisance of the new, CIC frameworks.

d) What are our improvement priorities? - Identified SIP priorities informed by the above data (detail in plan below)

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
Meeting the needs of all children and young people through inclusive and impactful pedagogy, with a particular focus on HWB (attendance, behaviour, curriculum) To continue to ensure that all (100%) children and young people, including those with additional support needs, have a strong voice in decisions which affect them, by June 2027. UNCRC Article Numbers: 8, 12, 13, 23, 28, 29	☐ School and ELC Improvement. ☒ School and ELC Leadership ☒ Teacher and Practitioner Professionalism ☒ Parental Engagement ☒ Curriculum and Assessment ☒ Performance Information	How will an inclusive and impactful approach to pedagogy strengthen the health and wellbeing curriculum to support all learners? - Continue to embed out approaches to pupils leading learning, in classrooms and across school including: - Embed approaches to Pupil Leadership Groups. - Continue school approaches to involving children in self-evaluation and quality improvement work through initiative such as 'Biscuit and Blether' and other school-level and Council-wide, consultations. Possible creation of a pupil version of the Senior Leadership Team? - Empower children to be active voices in our local community and further afield, through the work of our Pupil Equity Committee, writing articles for the Linlithgow magazine and global campaigning, relating to subjects of interest.		Pupil Leadership Assemblies/feedback, Biscuit and Blether feedback and Pupil Equity feedback to show that all children (100%), feel that their views and decisions, drive change and improvements around school, by June 2027. All GIRFEC paperwork, including IEPs And AON/CPM minutes, to show a strong inclusion of 'child's voice, by June 2027. School to gain UNCRC Gold Award by October 2026.



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Wellbeing Indicators: Respected, Responsible, Included, Wellbeing School Values: Growth Mindset, Relationships, Wellbeing Meta-skills: Integrity, Feeling, Communicating, Collaborating.		- Use of Choice Boards in classrooms to allow children to personalise learning. - Use of 'Maker Stations' in classrooms to allow children to follow own interests, inspire creativity and innovation. - Ongoing, embedding of UNCRC principals through our work to secure a Gold Award and our UNCRC Pupil Leadership Committee. - Use of 'Child's Views' form as part of the GIRFEC and IEP, process and children to be included in meetings, where appropriate. Use the WLC 'Capturing the Child's Voice' document to guide this. - Wellbeing Hub and nurture activities, to continue to help children to express their views and to be given a chance to be heard. - Transition processes to be reviewed to ensure that the 'child's voice' is at the centre of this work, - Attendance meetings and interventions, to include children's views and perspectives, where appropriate. - Continue to build school approaches to Learning For Sustainability- including through a multi-lingual lens, celebrating the diversity of our school community.		
Raising attainment for all children and young people through inclusive and impactful pedagogy, with a particular focus on Literacy and Numeracy By June 2027, all (100%) staff will have re-visited and strengthened our approaches, to universal classroom support, in Numeracy, through providing sufficient challenge and high-quality approaches to differentiation, in all classrooms and for the benefit of all learners.	☑School and ELC Improvement ☑School and ELC Leadership ☑Teacher and Practitioner Professionalism ☑Parental Engagement ☑Curriculum and Assessment ☑Performance Information	How will an inclusive and impactful approach to pedagogy strengthening the curriculum, 4 capacities and support all learners? - Continue to support teaching staff to examine key data around Numeracy/Maths attainment- including SNSA analysis. - Re-visit and embed our approaches to the teaching/assessment of Numeracy and Maths e.g. CPA, Number-Talks, Building Thinking Classrooms, to ensure a consistent delivery and experience for children, in all classrooms. - Re-visit our approaches to feedback in numeracy and maths. - Further develop approaches to problem-solving using the Enrich and other resources.		Classroom observations, learning walks, pupil focus group data and pupil work, will show that a range of pedagogical approaches are being used to teach numeracy/maths, across the school week, and in all (100%) classrooms, by June 2027 Attainment data and E&E meeting paperwork, to show that almost all children (>90%), are making age-expected progress (or above) in Numeracy and Maths, with the support given, by June 2027



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UNCRC Article Numbers: 28, 29 Wellbeing Indicators: Achieving, Included, School Values: Growth Mindset, Opportunity, Meta-Skills: Focusing, Creativity, Critical Thinking, Integrity, Adapting, Problem-Solving, Communicating, Collaborating		- Further consider our approaches to Financial Education re link with Lloyds Bank.		
Tackling the attainment gap between the most and least advantaged children (targeted): The majority of our Q1 pupils, (up to 74%), at the P1 and P5 stages, will be making age-appropriate progress, in Literacy and Numeracy, through the impact of specific, measurable and achievable targets and rigorously evaluated, targeted interventions. UNCRC Article Numbers: 26, 28, 29 Wellbeing Indicators: Achieving, Included School Values: Growth Mindset, Opportunity Meta-skills: Focusing, Sense-Making, Communicating.	☑School and ELC Improvement ☑School and ELC Leadership ☑Teacher and Practitioner Professionalism ☑Parental Engagement and ☑Curriculum Assessment ☑Performance Information	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. Please follow this link https://linlithgowprimary.westlothian.org.uk/article/79755/Excellence-and-Equity to view our PEF Summary and find out more about our use of Pupil Equity Funding.		Documented in PEF Plan



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Meeting the needs of all children and young people through inclusive & impactful pedagogy, with a particular focus on curriculum making By June 2027, all staff will have engaged in technical frameworks published by the Curriculum Improvement Cycle and show increased confidence in their understanding of curriculum making UNCRC Article Numbers: 28.29 Wellbeing Indicators: Included, Achieving, Active, Responsible, Respected. School Values: Growth Mindset, Opportunity, Relationships, Wellbeing Meta-skills: Leading, Integrity, Feeling, Focusing, Curiosity, Creativity, Sense-making, Critical-Thinking, Collaborating, Communicating.	☒School and ELC Improvement ☒School and ELC Leadership ☒Teacher and Practitioner Professionalism ☒Parental Engagement ☒Curriculum and Assessment ☒Performance Information	How will an inclusive and impactful approach to pedagogy support curriculum development meeting the needs of all children and young people? Phase 1 Planning for sustainable professional learning to build confidence in curriculum making (teachers) Planning for sustainable professional learning to confidently lead the process of curriculum making (leaders) Phase 2 Planning for sustainable professional learning on curriculum making at school level (teachers) Planning for sustainable professional learning on how to lead curriculum making at school level (leaders) Cluster Priority: - By June 2027, to work together as a cluster, to deepen staff knowledge of inclusive pedagogy, within a mathematical context and taking cognisance of the new, CIC frameworks.	Staff questionnaires and feedback to show that all (100%), teaching staff, have increased confidence when engaging with Curriculum frameworks, by June 2027 Staff questionnaires and feedback, to show that all (100%), teaching staff have an increased knowledge of inclusive pedagogy, in a mathematical context, by June 2027.
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