

MURRAYFIELD PRIMARY SCHOOL AND ELC SCHOOL IMPROVEMENT PLAN

2025 / 2026



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? 4th Edition and How Good is Our Early Learning and Childcare?, National Standard for ELC, Quality Framework for day care of children

Getting it Right for Every child (GIRFEC)

Curriculum for Excellence Refresh

Realising the Ambition

Developing Scotland's Young Workforce

Child Protection Procedures

GTCS professional standards and professional update 2021

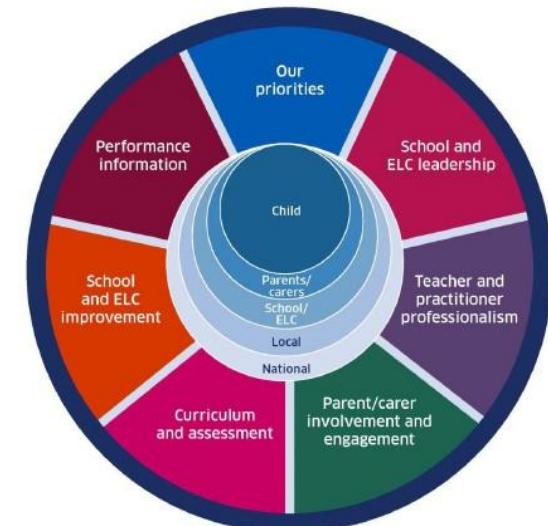
Achieving Excellence and Equity 2022: National Improvement Framework and Improvement Plan

Putting Learners at the Centre: Towards a Future Vision for Scottish Education, The Ken Muir report, March 2022.

UNCRC

Presumption to provide education in a mainstream setting 2019

Support for Learning: All our Children and All their Potential (ASL Review) 2020



Courage

Relationships

Relevance

Values

Vision, Values and Aims

School Vision

Our vision is to create a happy, thriving learning community where children feel safe, nurtured and valued. We take pride in celebrating our individual and joint achievements. At Murrayfield we work together as a team to ensure the needs of all pupils and families are met and that our young people are equipped with the skills/attributes for the world around them.

School Values

- Respect
- Resilient
- Achieving
- Included
- Nurturing

School Aims

ELC Vision

At Murrayfield ELC, every child is welcomed and valued and we believe that our nurturing and supportive ethos helps us to build collaborative relationships, which ensure effective partnership working with our parents and caregivers. We strive to build strong supportive relationships that are based on trust, equality and fairness and by working together we will continue to develop and improve our setting.

Every child will have access to a nurturing, motivating and relevant curriculum which is underpinned by the four capacities and takes account of the four contexts of learning. Every child will have their potential recognised and should develop aspirations and be supported to achieve these, and in order to make this happen our ELC offers our children:

- Imaginative, stimulating and challenging experiences and provocations, both indoors and outdoors, with well-planned opportunities to learn through exploration, investigation and play.
- Experiences and interactions, which encourage problem solving and creativity, helping to develop their resilience and perseverance, enabling them to become independent thinkers and learners.
- An inclusive curriculum and high quality education and care that recognises and caters for the needs of individuals.
- Support and encouragement to develop a positive self-image and attitude to learning and to help them achieve their best socially, emotionally, intellectually and physically.

ELC Values

- Nurturing
- Inclusive
- Respectful
- Achieving



Courage

Relationships

Relevance

Values

ELC Aims

- Support children to become happy, kind, considerate, self-confident and independent learners.
- Provide a welcoming, caring and nurturing environment where all children can flourish, be valued and feel respected.
- Promote a child-centred approach and play based learning opportunities that challenge and extend children's learning.
- Create a safe, secure and encouraging environment, where there is a shared understanding that important learning takes place through investigation and exploration and often involves taking risks, making a mess and making mistakes.
- Develop effective partnership working with home, agencies and the whole community.



Courage

Relationships

Relevance

Values

| | | |
|---|---|---|
| <p>Values</p> <p>Murrayfield PS provides a safe and nurturing environment in which all learners are valued and respected. We continue to develop:</p> <ul style="list-style-type: none"> - An engaging curriculum which is meaningful and demonstrates clear progression, challenge, meets the needs of individuals and cultivates the transfer of skills - Updated school values are promoted, celebrated and evidenced within school. - An ethos which promotes a positive attitude to learning and values the achievements and success of all - To provide children with opportunities to develop their abilities within the four capacities taking account of the six entitlements of CfE. - Our shared understanding of GIRFEC and the robust tracking of pupil wellbeing indicators at key points of the school year. - The implementation of effective strategies to ensure positive wellbeing. | <p>Totality of the Curriculum</p> <p>The school community is committed to the continuous development of a learning experience which is motivating, engaging, challenging and enriching. We continue to develop:</p> <ul style="list-style-type: none"> - Planned opportunities for using the outdoor environment to enhance learning - Our planning approaches to meet the needs of all learners - Meaningful and skills based progression pathways for curricular areas - A curriculum which provides relevant and meaningful links with our local and wider community, skills for life and work, and Developing Young Workforce - Further opportunities for the recognition of personal and wider achievement and successes | <p>Learning and Teaching</p> <p>Murrayfield PS strives to ensure learning and teaching is of the highest quality for all learners by further developing:</p> <ul style="list-style-type: none"> - A shared understanding of pedagogy and high quality learning and teaching approaches - Pupil led learning approaches which take account of children's interests. - Pupils have a leading role in the development of shared expectations relating to Learning, Teaching and Assessment. - Formative Assessment Strategies to ensure effective differentiation, pace, challenge and application through quality CLPL - Our understanding of benchmarks within CfE and embed this within our practice - Our professional judgement, assessment and moderation procedures to validate achievement of a level - Embedding of "Splashing to Great Learning at Murrayfield" toolkit. |
| <p>Experiences and Outcomes</p> <p>Staff have engaged with the Experiences and Outcomes to inform learning. We continue to develop:</p> <ul style="list-style-type: none"> - Curriculum progression pathways to ensure all learners receive a curriculum which meets their needs - Creative and innovative experiences across all curricular areas - Professional knowledge and understanding of key documentation, current curricular developments to inform practice. - Curricular transition at key stages across the school to ensure seamless progression and achievement in learning - Experiences and outcomes linked with the 4 Contexts for Learning to ensure a wide progression of skills development. | <p>Murrayfield Primary, ELC and Language Centre</p>  | <p>Entitlements</p> <p>All Learners have access to a broad general education providing high quality learning experiences. We continue to develop:</p> <ul style="list-style-type: none"> - Shared understanding of GIRFEC Wellbeing indicators and recognise them within our daily life, regular opportunities for self-reporting - Supporting learners to develop 'Skills for life' and to understand these skills are transferable and aid them to fully embrace their education - Pupil engagement in the life of our school through whole school celebrations, shared experiences and opportunities to express views - Ensure learners experience the 4 Contexts for Learning - Strategies and initiatives to close the poverty related attainment gap and ensure equity for all |
| <p>Personal Support</p> <p>Murrayfield PS encourages all learners, staff and wider school community to have a Growth Mindset, 'Can do' attitude to all aspects of learning. We continue to develop:</p> <ul style="list-style-type: none"> - Positive attachments with all learners which promotes resilience, confidence and sense of pride and achievement - The approaches staff use to support learners to understand their next steps in learning and how they can reach their full potential - Identifying the needs of individual learners through high quality interventions, professional dialogue, moderation and summative and formative assessment strategies - Positive relationships with all stakeholders to support learners including our most vulnerable - Targeted interventions to support the needs of identified individuals and strive to close the attainment gap | <p>Principles</p> <ul style="list-style-type: none"> - Learners as investors in their learning – leading learning, support others and developing a wide variety of skills and knowledge which will prepare them for life of work - Learner involvement in planning through the use of IDL planners, Learning Walls and high quality questioning and dialogue - Professional knowledge and understanding of curriculum principles and increased expectations - Effective use of professional documentation to support practice - Growth Mindsets in all our learners and staff insisting on a can do attitude | <p>Assessment and Self-Evaluation</p> <p>Assessment information informs next steps in learning and teaching. We continue to develop:</p> <ul style="list-style-type: none"> - Development of moderation practices across the core subject areas to ensure consistency in teacher professional judgement. - A shared understanding of target setting and use a range of evidence to inform next steps in pupil learning - Implementation of impact folders to showcase pupil's progression across learning. - Robust Tracking and Monitoring Systems which support analysis of data to impact on learning - A shared understanding and active involvement in self-evaluation, review current practice and ensure it is fit for purpose to support improvement |



Courage

Relationships

Relevance

Values

All schools should consistently revisit the curriculum rationale that takes account of the most recent national and local guidance.

Refreshed curriculum rationales should reflect the local authority commitment to Agile Learning approaches prioritising authentic fulfilment of the four capacities and contexts for learning, within the Refreshed Narrative. See link below to the 'Resources to support the refreshed CfE Narrative'.

<https://education.gov.scot/improvement/learning-resources/resources-to-support-the-refreshed-curriculum-for-excellence-narrative/>

Contextual Data Analysis and Rationale for 2025/26 School Improvement Plan (maximum one side A4)

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

Murrayfield Primary School and ELC is a non-denominational school serving the community of Blackburn. The current school role is 178, comprising of 8 primary classes with composite classes at P2/1, P3/2, and P4/3. The teaching staff includes a Head Teacher (HT), a Depute Head Teacher (DHT), and a Principal Teacher (PT). The school is part of a collaborative headship, where the HT and DHT work across two schools. Reduced class contact teachers offer high quality learning and teaching through PE. The ELC provides provision Monday through Thursday for Full Day Children and operates during term time only. The ELC roll is currently xxxx with a capacity for 40 children per session. Currently there are xxx ante-pre schoolers and xxx pre-schoolers. The ELC team consists of an Early Learning and Childcare Area Support Manager (ELCASM), two Early Years Officer (EYOs), eight Early Years Practitioners and two Pupil Support Worker. The school and ELC benefits from a skilled support and administrative team, who provide good support for learning and teaching. The staff team continue to engage with the whole school community to ensure the best possible outcomes for all learners. The school benefits from a supportive and very proactive Parent Council.

b) Data to identify the universal and targeted school Improvement Plan Priorities (SIP)

- CfE** - Our data shows that overall, attainment and progress in literacy is good. By the end of P1 almost all children attain the appropriate CfE levels in listening, talking and most in reading and writing. By the end of P4 most children in reading and writing with almost all in listening and talking. In P7 most children achieve the appropriate curriculum for excellence level in and writing and almost all in listening & talking. There is particular scope to further improve teacher professional judgement and children's skill development in listening and talking across learning. Having a continued focus on writing and reading, combined Literacy

| | R | W | L+T | Lit | N | M |
|----|--------|--------|--------|--------|--------|--------|
| P1 | 85% | 80% | 90% | 80% | 85% | 90% |
| P2 | 69.57% | 69.57% | 91.3% | 69.57% | 78.26% | 82.61% |
| P3 | 80.65% | 67.74% | 93.55% | 67.74% | 77.42% | 90.32% |
| P4 | 77.78% | 77.78% | 96.3% | 77.78% | 74.07% | 74.07% |
| P5 | 68% | 60% | 84% | 60% | 80% | 80% |
| P6 | 78.57% | 78.57% | 92% | 84% | 80% | 80% |
| P7 | 88% | 84% | 92% | 84% | 80% | 80% |

| | School | Authority |
|------------|--------|-----------|
| Quintile 1 | 47.78% | 15.25% |
| Quintile 2 | 32.78% | 25.35% |
| Quintile 3 | 17.22% | 15.24% |

| | Roll | Level 1 | Level 2 | Level 3 | Level 4 |
|-----------|------|---------|---------|---------|---------|
| Primary 1 | 20 | 85.00% | 15.00% | 0.00% | 0.00% |
| Primary 2 | 20 | 75.00% | 25.00% | 0.00% | 0.00% |
| Primary 3 | 33 | 69.70% | 24.24% | 6.06% | 0.00% |
| Primary 4 | 27 | 48.15% | 51.85% | 0.00% | 0.00% |
| Primary 5 | 26 | 53.85% | 38.46% | 3.85% | 3.85% |
| Primary 6 | 30 | 70.00% | 20.00% | 7.33% | 0.00% |
| Primary 7 | 74 | 37.50% | 54.17% | 8.33% | 0.00% |
| School | 189 | 62.22% | 32.70% | 4.44% | 0.56% |



Courage

Relationships

Relevance

Values

interventions and impact of interventions are regularly measured. The analysis of the quintile data informs us that the largest gap is within Quintile 1 and 2 learners for all areas of the curriculum compared the local authority data. In Combined Literacy, girls outperform boys throughout the school by an average of 10% with the exception being in all areas of the curriculum in Primary 3. Our Continuum of Support Levels reflect the level of support required for our ASN learners across the school. Multi-agency working supports the school's approaches to supporting learners' progress and wellbeing.

- **Early Years Trackers** - Most children are on track with their learning for Health and Wellbeing, with the majority on track within Literacy and Numeracy. Tracking and Monitoring data demonstrates Health and Wellbeing strengths in the use of gross and fine motor skills and perseverance through play opportunities, with next steps in increased planned play opportunities to increase the understanding of healthy relationships. In Literacy, there are strengths in children using the correct grammar, and being able to take turns to talk. The next steps planned in literacy are to focus on rhyme and recognition of letters and own name. In Numeracy, strengths are demonstrated in matching criteria to sort items and copying and repeating patterns, next steps are planned for within 2D and 3D shape recognition and subitising.

1.1 **Wellbeing** – Wellbeing continues to be a priority for our learners. Almost all learners report as feeling safe, healthy, achieving, nurtured, active, responsible, respected and included in school. All children have identified a trusted adult whom have a discussion with the learner if they negatively self-report against any of the indicators. Pupil and parent ethos surveys support the findings of the learners' self-reporting. The data from these surveys identified a focus on an increased understanding of bullying, as well as enriching learning experiences. Within the ELC, the focus needs to be on developing children's understanding of healthy relationships and building friendships.

- **Engagement** – Excellence and Equity approaches identify barriers and inform the deployment of interventions appropriately to support learners in progressing within and across levels. Self-Evaluation demonstrates the requirement for all learners to have the opportunity to lunch time/after school clubs; these are being planned for with staff and our partners. Further staff engagement with 3-18 participation approaches and the use of wider environments will support engagement and participation across the school, including pupil leadership. The majority of families and carers engage with the work of the school and ELC with most learners attending regularly. Family engagement sessions have been identified as a next step through pupil and parent ethos surveys. Planned increased working across the ELC and school will support with positive engagement from across the whole school community and progress.

c) **What are our improvement priorities?** - Our data demonstrates Listening & Talking requires to be a priority to ensure teacher professional judgement accurately reflects national expectations. Our self-evaluation and quality improvement procedures identified the need for pupil ownership of their learning. Therefore a focus on pedagogy through Building the Thinking classrooms is required as well as developing the environments to ensure clear purpose of the learning spaces to support pupil leadership. Positive Relationships, underpinned by UNCRC approaches, is central to our ongoing improvement plan. Literacy and Numeracy continue to be a focus for PEF interventions in line with data. Learners require support from staff through trauma informed practice approaches where there will be additional input through the training and deployment of Pupil Support Workers to support approaches within a whole school and targeted nurturing approach. Within the ELC, our data demonstrates a focus is required on rhyme and letter recognition. A focus on subitising will be supported through high quality environments.

| | End of Anti-Pre School | During Pre School | End of Pre School |
|---|------------------------|-------------------|-------------------|
| Health & Wellbeing | | | |
| 1. I can consider my needs ask for help when needed | 0.00% | 0.00% | 71.42% |
| 2. I can follow simple instructions | 0.00% | 0.00% | 71.42% |
| 3. I understand the expectations of behaviour and can follow rules | 0.00% | 0.00% | 87.50% |
| 4. I can persevere and complete tasks | 0.00% | 0.00% | 87.50% |
| 5. I can play independently | 0.00% | 4.76% | 80.95% |
| 6. I can stay engaged in play activities | 0.00% | 9.52% | 80.95% |
| 7. I can follow instructions and copy simple drawings | 0.00% | 9.52% | 80.95% |
| 8. I can display a range of gross motor skills | 0.00% | 4.76% | 94.44% |
| 9. I can copy and draw simple shapes and patterns | 0.00% | 0.00% | 87.50% |
| 10. I can work independently with resources | 0.00% | 0.00% | 87.50% |
| Literacy | | | |
| 1. I can listen and clearly create and voice their thoughts | 0.00% | 0.00% | 23.08% |
| 2. I can identify and copy rhythmic patterns in words, pictures and figures | 0.00% | 0.00% | 42.86% |
| 3. I can copy and draw simple shapes and patterns | 0.00% | 0.00% | 42.86% |
| 4. I can talk clearly to others in different contexts | 0.00% | 4.76% | 97.44% |
| 5. I can understand and use an increasing vocabulary with appropriate grammar | 0.00% | 9.52% | 97.44% |
| 6. I can understand and use an increasing vocabulary with appropriate grammar | 0.00% | 9.52% | 97.44% |
| 7. I can understand and use an increasing vocabulary with appropriate grammar | 0.00% | 9.52% | 97.44% |
| 8. I can read and recall a story that I have heard and enjoyed for an audience | 0.00% | 0.00% | 87.50% |
| 9. I can introduce a rhyme into my play | 0.00% | 0.00% | 87.50% |
| 10. I can copy and draw simple shapes and patterns | 0.00% | 0.00% | 87.50% |
| Numeracy & Mathematics | | | |
| 1. I can count and name numbers sequences from one to at least ten | 0.00% | 0.00% | 42.86% |
| 2. I can count different items to a least ten | 0.00% | 0.00% | 33.33% |
| 3. I can identify and name a range of objects without counting | 0.00% | 0.00% | 42.86% |
| 4. I can touch and count objects accurately and consistently in a range of contexts | 0.00% | 0.00% | 47.62% |
| 5. I can copy and draw simple shapes and patterns | 0.00% | 0.00% | 42.86% |
| 6. I can talk about how things fit and recognise a large 2D object, e.g. circle | 0.00% | 0.00% | 87.50% |
| 7. I can understand the language of time, e.g. now, next, morning, last time, etc | 0.00% | 0.00% | 87.50% |
| 8. I can copy and draw simple shapes and patterns | 0.00% | 0.00% | 42.86% |
| 9. I can copy and repeat a simple pattern, e.g. colour, shape, numbers, etc | 0.00% | 0.00% | 87.50% |
| 10. I can copy and draw simple shapes and patterns | 0.00% | 0.00% | 87.50% |



Courage

Relationships

Relevance

Values

| Murrayfield 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>Improvement in all children and young people's wellbeing:</p> <p>Almost all learners' will have a shared understanding of positive relationships with a focus on anti-bullying.</p> <p>Almost all learners' needs to be met through increased knowledge and understanding of a trauma informed practice to support inclusion</p> | <p>School and ELC Improvement. School and ELC Leadership Teacher and Practitioner Professionalism Parental Engagement</p> <p>Curriculum and Assessment Performance Information</p> | <p>Universal:</p> <ul style="list-style-type: none"> ➢ Engagement in high quality CLPL to support understanding of inclusive practice ➢ Trauma Informed Practice ➢ The Circle Document ➢ Engagement with HWB Team, Parental Engagement/Pupil Voice Education Officer Lead, Barnardos and ASN Team materials ➢ Engagement with Professional Reading ➢ Know Me to Teach Me' to support approaches to Positive Relationships strategy ➢ Engage with Education Scotland Suite of Resources ➢ Anti-Bullying Alliance materials ➢ Respect Me Resources ➢ Review and Refresh Positive Relationships Policy ➢ Engage with new authority level positive relationships policy ➢ Evaluate school level approaches ➢ Identify areas of current school level effective practice and areas to adapt/adopt/amend ➢ Consultation period with parents, pupils and partners ➢ Implement small test of change to positive relationships strategy ➢ Improve approaches of Trauma Informed Practice to support whole school nurturing approaches and to ensure all learners experiences reduce barriers to being ready to learn through Trauma Informed Practice Level 2 training <p>Targeted:</p> <ul style="list-style-type: none"> ➢ Engagement with identified learners to support understanding of positive relationships through SGS and Nurture Groups ➢ Bespoke programmes of support through use of Zones of Regulation ➢ P7 to S1 and ELC to P1 bespoke support to ensure effective transition for identified learners ➢ Within and across levels enhanced transition carefully planned for to support successful transition | <p>Aug 25 – Mar 26</p> | <p>How will you baseline where you are in order to measure next steps and impact? Regularly review and analyse data from your measures.</p> <p>Increased staff confidence levels on knowledge and understanding of positive relationships and supporting learners understanding of anti-bullying, evidenced through staff questionnaires and ethos survey.</p> <p>Self-evaluation activities demonstrate almost all stakeholders approaches to positive relationships reflect the school policy (baseline: majority)</p> <p>Observations demonstrate a reduction in barriers with almost all learners demonstrating their ability to be ready to learn. Wellbeing self-reporting reflects almost all learners feel safe, achieving, respecting, nurtured and included.</p> <p>Learning conversations demonstrate an understanding of the definition of bullying and the reality of this in practice (Baseline: Majority)</p> <p>Evidence supports the school to be recognised for the bronze award for trauma informed schools award.</p> <p>Parent ethos surveys reflect positively a shared understanding of bullying and respect. Ethos surveys are reflective of the whole school community through increasing return rates by 15% (baseline 32.22%)</p> <p>Pupil ethos surveys reflect a positive outcome for the statement 'My school deals well with bullying' (baseline 54.67%)</p> |



Courage

Relationships

Relevance

Values

| | | | | |
|--|---|--|-----------------|--|
| (Placing the human rights and needs of every child and young person at the centre of education) | | | | Staff knowledge and understanding of approaches to reduce barriers through trauma informed practice is increased by 2 on the confidence scale |
| Within the ELC, almost all children and families to increase understanding of positive relationships through building knowledge and understanding of creating friendships. | School and ELC Improvement School and ELC Leadership Teacher and Practitioner Professionalism Parental Engagement Curriculum and Assessment Performance Information | <p>Universal:</p> <ul style="list-style-type: none"> ➤ Participation in positive relationships review and refresh ➤ PEEP sessions on positive relationships and friendships will support a shared understanding. ➤ Interactions model positive relationships and support strategies to build friendships <p>Targeted:</p> <ul style="list-style-type: none"> ➤ Through targeted support during play opportunities, identified children are supported to play with peers. | Aug 25 – Mar 26 | Quality Improvement activities indicate increased positive relationships across the setting where most children play with another child (baseline: majority) HWB Leadership action plan and distributive leadership roles demonstrate progress. Family questionnaires demonstrate an increased understanding of healthy relationships by 5%. Environment audit demonstrates an increase in provocations to promote positive interactions between children |



Courage

Relationships

Relevance

Values

| <p>Raising attainment for all, particularly in literacy and numeracy(universal):</p> <p>All learners receive regular, well planned learning in Listening and Talking with a commitment to providing appropriate progression in learning.</p> <p>All learners receive regular, well-planned learning in Problem Solving with a commitment to providing appropriate progression in learning through the consistent use of the WL Progression Pathways.</p> | <p>School and ELC Improvement School and ELC Leadership Teacher and Practitioner Professionalism Parental Engagement Curriculum and Assessment Performance Information</p> | <p>Universal:</p> <ul style="list-style-type: none"> ➤ CLPL is developed based on staff audit in order to increase staff confidence in delivering high quality learning and teaching in Listening and Talking with a focus on skill development, based in the connectivity between the 3 individual Literacy components. ➤ Develop and implement the action plan led by Literacy Lead Learners supported by WLC Pedagogy Officer, which involves robust cluster moderation programme ➤ Cross sector working with a focus on L+T and to support transition from Early into First ➤ Develop whole school approaches to the use of PM Oracy ➤ Explore digit tools to support L+T – dictate, <p>Targeted:</p> <ul style="list-style-type: none"> ➤ Use data to identify learners with barriers in Listening and Talking. After baseline assessment, bespoke programmes with intensive interventions. Focus on Early and First Level children initially <p>Universal:</p> <ul style="list-style-type: none"> ➤ Whole School engagement with building the Thinking Classrooms programme ➤ Participate high quality CLPL to ensure clear knowledge and understanding of the principles and research of Building the Thinking Classrooms pedagogical approach ➤ Develop and implement the action plan led by Numeracy Lead Learners supported | <p>Aug 25 – Jun 26</p> | <p>How will you baseline where you are in order to measure next steps and impact? Regularly review and analyse data from your measures.</p> <p>Classroom observations and peer learning walks indicate that most L+T lessons are progressive and skill focused (Baseline: Majority).</p> <p>Learning Conversations indicate a greater understanding of quality learning and rich tasks in L+T.</p> <p>Almost all staff surveys, Teacher Professional Judgement data and planning reflect an increase in confidence in delivering L+T in the classroom setting (Baseline: Majority), through consistent approaches to high expectations for learning and teaching in L+T</p> <p>Assessment data demonstrates progression through L+T Skills with almost all learners demonstrating progress using PM Oracy and WL placemats.</p> <p>Interventions baseline assessment demonstrates almost all have a positive impact on learners attainment</p> <table border="1" data-bbox="1641 933 2061 1160"> <thead> <tr> <th></th><th>Current</th><th>Prediction</th></tr> </thead> <tbody> <tr> <td>P2</td><td>92%</td><td>Maintain</td></tr> <tr> <td>P3</td><td>92.86%</td><td>Assess to be in line with Reading and Writing (78.57%)</td></tr> <tr> <td>P4</td><td>84%</td><td>Assess to be in line with Reading (68%) and Writing (60%)</td></tr> <tr> <td>P5</td><td>96.3%</td><td>Assess to be in line with Reading and Writing (77.78%)</td></tr> <tr> <td>P6</td><td>93.55%</td><td>Assess to be in line with Reading (80.65%) and Writing (67.74%)</td></tr> <tr> <td>P7</td><td>91.3%</td><td>Assess to be in line with Reading and Writing (69.57%)</td></tr> </tbody> </table> <p>Classroom observations and peer learning walks indicate that most Beyond Number lessons are progressive and skill focused, underpinned by Building the Thinking Classrooms theory and pedagogy (Baseline: Majority).</p> | | Current | Prediction | P2 | 92% | Maintain | P3 | 92.86% | Assess to be in line with Reading and Writing (78.57%) | P4 | 84% | Assess to be in line with Reading (68%) and Writing (60%) | P5 | 96.3% | Assess to be in line with Reading and Writing (77.78%) | P6 | 93.55% | Assess to be in line with Reading (80.65%) and Writing (67.74%) | P7 | 91.3% | Assess to be in line with Reading and Writing (69.57%) |
|---|---|---|------------------------|---|--|---------|------------|----|-----|----------|----|--------|--|----|-----|---|----|-------|--|----|--------|---|----|-------|--|
| | Current | Prediction | | | | | | | | | | | | | | | | | | | | | | | |
| P2 | 92% | Maintain | | | | | | | | | | | | | | | | | | | | | | | |
| P3 | 92.86% | Assess to be in line with Reading and Writing (78.57%) | | | | | | | | | | | | | | | | | | | | | | | |
| P4 | 84% | Assess to be in line with Reading (68%) and Writing (60%) | | | | | | | | | | | | | | | | | | | | | | | |
| P5 | 96.3% | Assess to be in line with Reading and Writing (77.78%) | | | | | | | | | | | | | | | | | | | | | | | |
| P6 | 93.55% | Assess to be in line with Reading (80.65%) and Writing (67.74%) | | | | | | | | | | | | | | | | | | | | | | | |
| P7 | 91.3% | Assess to be in line with Reading and Writing (69.57%) | | | | | | | | | | | | | | | | | | | | | | | |



Courage

Relationships

Relevance

Values

| <p>(Placing the human rights and needs of every child and young person at the centre of education)</p> | | <ul style="list-style-type: none"> ➤ Cross sector working with a focus on Mathematics to support transition from Early level into 1st level and through 2nd level into 3rd, with a Building the Thinking Classrooms lens ➤ Develop whole school approaches to the use of WL Beyond Number Progression Pathways to ensure clear progression for all learners ➤ Exploration and embedding of Digital technologies to enhance and enrich learning experiences <p>Targeted:</p> <ul style="list-style-type: none"> ➤ Use data to identify learners with barriers in Mathematics. After baseline assessment with bespoke programmes with intensive interventions. Focus on second level initially. | | <p>Learning Conversations indicate a greater understanding of quality learning and rich tasks in Beyond Number</p> <p>Almost all staff surveys, Teacher Professional Judgement data and planning reflect an increase in confidence in delivering Beyond Number in the classroom setting (Baseline: Majority), through consistent approaches to high expectations for learning and teaching in Beyond Number</p> <p>Assessment data demonstrates progression through Beyond Number Skills with almost all learners demonstrating progress using WL Progression Pathways</p> <p>Interventions baseline assessment demonstrates almost all have a positive impact on learners' attainment</p> <table border="1" data-bbox="1657 747 2151 890"> <thead> <tr> <th></th><th>Current</th><th>Prediction</th></tr> </thead> <tbody> <tr> <td>P2</td><td>80%</td><td>Maintain</td></tr> <tr> <td>P3</td><td>82.14%</td><td>Maintain</td></tr> <tr> <td>P4</td><td>80%</td><td>Maintain</td></tr> <tr> <td>P5</td><td>74.07%</td><td>Maintain</td></tr> <tr> <td>P6</td><td>90.32%</td><td>Assess to be in line with Numeracy (77.42%)</td></tr> <tr> <td>P7</td><td>82.61%</td><td>Maintain</td></tr> </tbody> </table> | | Current | Prediction | P2 | 80% | Maintain | P3 | 82.14% | Maintain | P4 | 80% | Maintain | P5 | 74.07% | Maintain | P6 | 90.32% | Assess to be in line with Numeracy (77.42%) | P7 | 82.61% | Maintain |
|--|---|---|------------------------|--|--|---------|------------|----|-----|----------|----|--------|----------|----|-----|----------|----|--------|----------|----|--------|---|----|--------|----------|
| | Current | Prediction | | | | | | | | | | | | | | | | | | | | | | | |
| P2 | 80% | Maintain | | | | | | | | | | | | | | | | | | | | | | | |
| P3 | 82.14% | Maintain | | | | | | | | | | | | | | | | | | | | | | | |
| P4 | 80% | Maintain | | | | | | | | | | | | | | | | | | | | | | | |
| P5 | 74.07% | Maintain | | | | | | | | | | | | | | | | | | | | | | | |
| P6 | 90.32% | Assess to be in line with Numeracy (77.42%) | | | | | | | | | | | | | | | | | | | | | | | |
| P7 | 82.61% | Maintain | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Within the ELC, all children will receive access to an environment and planned opportunities which promotes the development of rhyme and recognition of letters and sounds.</p> | <p>School and ELC Improvement School and ELC Leadership Teacher and Practitioner Professionalism Parental Engagement Curriculum and Assessment Performance Information</p> | <p>Universal:</p> <ul style="list-style-type: none"> ➤ CLPL is developed based on staff audit in order to increase staff confidence in using high quality interactions to extend children's understanding and opportunities for rhyme and letters and sounds ➤ Develop and implement the distributive leadership plan led by Literacy Lead Learner supported by ELC Networks, which involves a robust moderation calendar ➤ Cross sector working with a focus on rhyming skills to support transition across the Early Level ➤ Family Learning activities to support parents and carers with understanding different types of rhyme, support children's development through Seesaw and PEEP Sessions. | <p>Aug 25 – Jun 26</p> | <p>Quality Improvement activities demonstrate an increase in staff confidence in high quality interactions to support and challenge children's learning, both indoors and outdoors , across all play opportunities</p> <p>Almost all staff surveys reflect an increase in confidence in delivering recalling and retelling in the setting</p> <p>Attainment data shows an increase of children on track to most (Baseline: Majority)</p> <p>Renfrewshire vocabulary assessment demonstrates an increase in almost all children's vocabulary</p> | | | | | | | | | | | | | | | | | | | | | |



Courage

Relationships

Relevance

Values

| | | | | |
|--|---|---|------------------------|--|
| <p>(Placing the human rights and needs of every child and young person at the centre of education)</p> <p>Tackling the attainment gap between the most and least advantaged children (targeted):</p> <p>Quintile 1 learners/children will increase Combined Literacy attainment by 3% from current levels.</p> | | <p>Targeted:</p> <ul style="list-style-type: none"> ➤ Use data to identify learners with barriers in understanding with multi-agency working, including working with speech & language and Literacy & Language Service <p>Universal:</p> <ul style="list-style-type: none"> ➤ CLPL is developed based on staff audit in order to increase staff confidence in using high quality interactions to extend children's understanding and opportunities to subitise ➤ Develop and implement the distributive leadership plan led by Numeracy Lead Learner supported by ELC Networks, which involves a robust moderation calendar ➤ Cross sector working with a focus on subitising to support transition across the Early Level ➤ Family Learning activities to support parents and carers with understanding different types of number activities to support children's development through Seesaw and PEEP sessions <p>Targeted:</p> <ul style="list-style-type: none"> ➤ Use of data to identify children requiring further support to develop foundation number knowledge and number sense | <p>Aug 25 – Jun 26</p> | <p>Use of the Leuven scale to measure engagement in literacy areas demonstrates an increase of children's interest in literacy opportunities</p> <p>Environment audit demonstrates increased opportunities to explore literacy in all areas of the ELC (both indoors and outdoors)</p> <p>Quality Improvement Procedures indicate that high quality interactions ensure most numeracy opportunities are progressive and skill focused with a focus on subitising</p> <p>Attainment data shows an increase of learners on track to most (Baseline: Majority)</p> <p>Environment audit demonstrates increased opportunities to explore subitising in all areas of the ELC (both indoors and outdoors)</p> <p>Use of the Leuven scale to measure engagement in Numeracy areas demonstrates an increase of children's interest in numeracy opportunities</p> <p>Environment audit demonstrates increased opportunities to explore numeracy and mathematics in all areas of the ELC (both indoors and outdoors)</p> |
| | <p>School and ELC Improvement</p> <p>School and ELC Leadership</p> <p>Teacher and Practitioner Professionalism</p> <p>Parental Engagement</p> <p>Curriculum and Assessment</p> <p>Performance Information</p> | <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 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.</i></p> <p><i>Please follow this link 2025-08-18 PEF Plan MPS.xlsx to view our PEF Summary and find out more about our use of Pupil Equity Funding.'</i></p> | <p>Apr 25 – Mar 26</p> | <p>Documented in PEF Plan</p> |



Courage

Relationships

Relevance

Values

| | | | | |
|---|---|---|------------------------|---|
| <p>Quintile 1 learners/children will increase in Numeracy knowledge and understanding by 2% from current levels.</p> <p>Learner/Children attendance will be increased through Family Development by 4%.</p> <p>(Placing the human rights and needs of every child and young person at the centre of education)</p> | | | | |
| <p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p> <p>All learners to receive improved opportunities to apply skills for life, learning and work through high quality learning environments</p> <p>(Placing the human rights and needs of every child and young person at the centre of education)</p> | <p>School and ELC Improvement School and ELC Leadership Teacher and Practitioner Professionalism Parental Engagement Curriculum and Assessment Performance Information</p> | <p>Universal:</p> <ul style="list-style-type: none"> ➤ Participation in high quality CLPL, including professional reading and effective practice visits ➤ Improve understanding of how to use environments to enrich and enhance the curriculum ➤ Improve learner leadership by supporting children/young people to apply the meta- skills in different contexts and environment. <p>Targeted</p> <ul style="list-style-type: none"> ➤ Improve approaches to ensure the accessible of the curriculum for all i.e. use of outdoor to support self-regulation | <p>Aug 25 – Feb 26</p> | <p>How will you baseline where you are in order to measure next steps and impact? Regularly review and analyse data from your measures.</p> <p>Self-evaluation, quality improvement observations, peer learning walks and learner conversations reflect almost all learners are engaged in their learning in the wider environment (baseline: most)</p> <p>Learner conservations demonstrate an increase of learners understanding of their involvement in curriculum and the use of the wider environment</p> <p>Staff confidence levels in implementing pedagogy in different environments are increased by 2 on a scale of 10</p> |
| <p>Within the ELC, All children to experience a nursery environment, which meets the developmental needs of the children by offering appropriate challenge, developing curiosity and creativity and through providing exciting learning experiences.</p> | <p>School and ELC Improvement School and ELC Leadership Teacher and Practitioner Professionalism Parental Engagement Curriculum and Assessment Performance Information</p> | <p>Universal:</p> <ul style="list-style-type: none"> ➤ ELC staff to use their recent CLPL programme to create a plan for learning in the nursery indoor and outdoor spaces and to build partnership working with the community ➤ Create nursery spaces indoors and outdoors to plan for and develop children's schematic play. ➤ Create nursery spaces indoors and outdoors to spark curiosity and creativity using natural resources and loose parts play. ➤ ELC staff to support and develop play through 'planning in the moment' and through quality interactions with children. | <p>Aug 25 – Dec 25</p> | <p>Quality Improvement Procedures reflect an ELC environment where children are curious and showing creativity</p> <p>Observations demonstrate children who are engaged and motivated by the learning opportunities</p> |



Courage

Relationships

Relevance

Values

| | | | | |
|---|--|--|--|---|
| <p>(Placing the human rights and needs of every child and young person at the centre of education)</p> | | <ul style="list-style-type: none"> ➤ Further CLPL on quality interactions. <p>Targeted:</p> <ul style="list-style-type: none"> ➤ Identified children are supported individually and in small groups to support all children to access learning opportunities ➤ Differentiated play opportunities to support and challenge children's play | | <p>Floorbooks demonstrate children's voice where they have been able to co-construct learning and knowledge with adults' support</p> <p>ELC staff will demonstrate the knowledge they need to ensure that valuable opportunities are not missed when interacting with children.</p> |
|---|--|--|--|---|



Courage

Relationships

Relevance

Values