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

PRIORITY:

To meet the needs of all our learners through developing a curriculum for and with the Murrayfield Primary School community

(THIS PRIORITY WILL BE BROKEN DOWN INTO SEPARATE ACTIONS. ATTEMPT TO ARTICULATE AN OVERARCHING PRIORITY)

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*ALL SCHOOLS HAVE A SEPARATE PUPIL EQUITY FUNDING PLAN TO ENSURE THAT CHILDREN AND YOUNG PEOPLE AFFECTED BY POVERTY ACHIEVE THEIR FULL POTENTIAL. FOCUSSED ON TARGETED IMPROVEMENT ACTIVITY IN LITERACY, NUMERACY, AND HEALTH AND WELL-BEING

YEAR: 2026/27

COURAGE RELATIONSHIPS VALUES RELEVANCE



CONTEXT & FACTORS

PRIORITY:

To meet the needs of all our learners through developing a curriculum for and with the Murrayfield Primary School community



WHAT FEATURES OF SCHOOL CONTEXT, LOCAL AUTHORITY FACTORS, AND NATIONAL FACTORS **CONNECT TO THE SPECIFIC IMPROVEMENT PRIORITY?**

SCHOOL (LEARNERS)

Addressing Action Points identified in school's self-evaluation procedures

Cluster Improvement Priorities

Equity Priorities



STANDARDS AND QUALITY REPORT

LOCAL AUTHORITY & CLUSTER

West Lothian Corporate Plan

Education Services Management Plan

Raising Educational Attainment Strategy; West Lothian Stretch Aims

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

West Lothian Parental Involvement and Engagement Framework

Equity Team and additional allocations, Pedagogy Team

NATIONAL

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

UNCRC; Child Protection Procedures

Getting it Right for Every Child (GIRFEC)

GTCS Professional Standards and Update 2021

Pupil Equity Funding/Equity Audit and Self-Evaluation

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

Realising the Ambition

Presumption to provide education in a mainstream setting 2019; Support for Learning: All our Children and All their Potential (ASL Review) 2020



SCHOOL IMPROVEMENT PRIORITY



Murrayfield Primary School

VISION & VALUES

PRIORITY:

To meet the needs of all our learners through developing a curriculum for and with the Murrayfield Primary School community



HOW DOES THE SPECIFIC IMPROVEMENT PRIORITY FURTHER THE VISION AND VALUES OF THE SCHOOL?

SCHOOL VISION

SCHOOL VALUES

CURRICULUM RATIONALE

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

YEAR: 2026/27

COURAGE RELATIONSHIPS VALUES RELEVANCE



SUPPORTING DATA

PRIORITY:

To meet the needs of all our learners through developing a curriculum for and with the Murrayfield Primary School community



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

DATA ANALYSIS STATEMENT:

For our curriculum to offer varied, relevant learner experiences to develop skills for learning, life and work

Significant gaps in our writing data, impacting our combined literacy

Aspects of numeracy curriculum highlighted as areas for development

Learning, teaching and assessment 2.3 was validated as good

Raising attainment 3.2 was validated as good

TRIANGULATING SOURCES:

PEOPLE'S VIEWS

Staff, Pupils, Parents

Staff

Staff and Pupil

Learner conversations

Learner conversations

DIRECT OBSERVATION

QI Observations

QI Observations

QI Observations

QI Observations

QI Observations

QUANTITATIVE DATA

Pupil and Parent Feedback

Attainment Data

SNSA data

Attainment Data

Data/Equity Data Analysis

HIGHLIGHT IMPORTANT **HEADLINE DATA ANALYSIS STATEMENTS** RELEVANT TO THE IDENTIFIED SCHOOL IMPROVEMENT PRIORITY.

- IDENTIFY TRIANGULATING DATA SOURCES USED TO VALIDATE ANALYSIS STATEMENT
- CONSIDER DATA SOURCES THAT REPRESENT YOUNG PEOPLE AS CITIZENS, AS INDIVIDUALS, AS CONTRIBUTORS, AND AS LEARNERS
- ENSURE LEARNER VOICE IS REPRESENTED



SCHOOL IMPROVEMENT PRIORITY



Murrayfield Primary School

ACTIONS & INDICATORS

PRIORITY:

To meet the needs of all our learners through developing a curriculum for and with the Murrayfield Primary School community



WHAT SPRINT ACTIONS DO YOU PLAN TO TAKE IN ORDER TO SIGNIFICANTLY IMPACT THE SPECIFIC IMPROVEMENT PRIORITY?

PLANNED ACTIONS SHOULD BE **SPRINT ACTIONS** - ACHIEVABLE WITHIN **TERM 1**. THESE ACTIONS SHOULD BE EVALUATED AT THE END OF THE TERM 1. TRY NOT TO CARRY TOO MANY INCOMPLETE ACTIONS INTO TERM 2

FUTURE ACTIONS ACTIONS:

LOL Leadership

The Decider across full school

Implement writing approach

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

PLANNED ACTIONS:

1	Engagement with Curriculum Improvement Cycle and embed inclusive curriculum practices in all classrooms		ALL October
2	LOL leaders and SLT will develop a clear plan of implementation in school		LOL Team SEPT 26
3	To embed our school's Positive Relationship Policy, Anti-Bullying Strategy and develop equality and diversity policy		ALL Oct 26
4			
5			

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

SUCCESS/IMPACT INDICATOR: RAG:

Staff participation in session, use of CIRCLE document and observation of practice	
Baseline evidence- QA 2.3, engagement and attendance data, self-evaluation against the inclusive pedagogy themes	
Feedback from all stakeholders Monitoring of incidents- including bullying	

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

REVIEW
SUCCESS

YEAR: 2026/27

COURAGE RELATIONSHIPS VALUES RELEVANCE



SCHOOL IMPROVEMENT PRIORITY



Murrayfield Primary School

ACTIONS & INDICATORS

PRIORITY:

To meet the needs of all our learners through developing a curriculum for and with the Murrayfield Primary School community



WHAT SPRINT ACTIONS DO YOU PLAN TO TAKE IN ORDER TO SIGNIFICANTLY IMPACT THE SPECIFIC IMPROVEMENT PRIORITY?

PLANNED ACTIONS SHOULD BE **SPRINT ACTIONS** - ACHIEVABLE WITHIN **TERM 2**. THESE ACTIONS SHOULD BE EVALUATED AT THE END OF THE TERM 2. TRY NOT TO CARRY TOO MANY INCOMPLETE ACTIONS INTO TERM 3

FUTURE ACTIONS ACTIONS:

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

PLANNED ACTIONS:

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

SUCCESS/IMPACT INDICATOR:

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

RAG:

REVIEW
SUCCESS

YEAR: 2026/27

COURAGE RELATIONSHIPS VALUES RELEVANCE



SCHOOL IMPROVEMENT PRIORITY



Murrayfield Primary School

ACTIONS & INDICATORS

PRIORITY:

To meet the needs of all our learners through developing a curriculum for and with the Murrayfield Primary School community



WHAT SPRINT ACTIONS DO YOU PLAN TO TAKE IN ORDER TO SIGNIFICANTLY IMPACT THE SPECIFIC IMPROVEMENT PRIORITY?

PLANNED ACTIONS SHOULD BE **SPRINT ACTIONS** - ACHIEVABLE WITHIN **TERM 3**. THESE ACTIONS SHOULD BE EVALUATED AT THE END OF THE TERM 3. TRY NOT TO CARRY TOO MANY INCOMPLETE ACTIONS INTO TERM 4

FUTURE ACTIONS ACTIONS:

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

PLANNED ACTIONS:

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

SUCCESS/IMPACT INDICATOR:

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

RAG:

REVIEW
SUCCESS

YEAR: 2026/27

COURAGE RELATIONSHIPS VALUES RELEVANCE



SCHOOL IMPROVEMENT PRIORITY



Murrayfield Primary School

ACTIONS & INDICATORS

PRIORITY:

To meet the needs of all our learners through developing a curriculum for and with the Murrayfield Primary School community



WHAT SPRINT ACTIONS DO YOU PLAN TO TAKE IN ORDER TO SIGNIFICANTLY IMPACT THE SPECIFIC IMPROVEMENT PRIORITY?

PLANNED ACTIONS SHOULD BE **SPRINT ACTIONS** - ACHIEVABLE WITHIN **TERM 4**. THESE ACTIONS SHOULD BE EVALUATED AT THE END OF THE TERM 4. TRY NOT TO CARRY TOO MANY INCOMPLETE ACTIONS INTO NEXT ACADEMIC YEAR

FUTURE ACTIONS ACTIONS:

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

PLANNED ACTIONS:

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

SUCCESS/IMPACT INDICATOR:

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

RAG:

REVIEW
SUCCESS

YEAR: 2026/27



SCHOOL IMPROVEMENT PRIORITY



Murrayfield Primary School

A CURRICULUM
for EXCELLENCE

PRIORITY:

To meet the needs of all our learners through developing a curriculum for and with the Murrayfield Primary School community



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

LEARNERS:

1	Enthusiasm and motivation for learning
1, 2	Determination to reach high standards of achievement
1, 2	Openness to new thinking and ideas
1	Use literacy, communication and numeracy skills
1	Use technology for learning
1	Think creatively and independently
1	Learn independently and as part of a group
1, 2	Make reasoned evaluations
1, 2	Link and apply different kinds of learning in new situations

INDIVIDUALS:

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

CITIZENS:

3	Respect for others
1, 3	Commitment to participate responsibly in political, economic, social and cultural life
1, 2	Develop knowledge and understanding of the world and Scotland's place in it
1, 2, 3	Understand different beliefs and cultures
1, 2, 3	Make informed choices and decisions
1, 2	Evaluate environmental, scientific and technological issues
1, 3	Develop informed, ethical views of complex issues
1, 2, 3	Make reasoned evaluations

CONTRIBUTORS:

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

(IDENTIFY 1,3,4 THE SPECIFIC IMPROVEMENT ACTIONS WHICH WILL STRONGLY IMPACT THE ABILITY OF YOUR CURRICULUM TO DEVELOP AND DELIVER THE 4 CAPACITIES AND ATTRIBUTES)

YEAR: 2026/27

COURAGE RELATIONSHIPS VALUES RELEVANCE



QUALITY INDICATORS

PRIORITY:

To meet the needs of all our learners through developing a curriculum for and with the Murrayfield Primary School community



HOW DOES THIS SPECIFIC IMPROVEMENT PRIORITY CONNECT WITH FOCUS HGIOS QUALITY INDICATORS?

1.3 Leadership of change

- ☐ Developing a shared vision, values and aims relevant to the school and its community
- ☐ Strategic planning for continuous improvement
- ☐ Implementing improvement and change

2.2 Curriculum

- ☐ Rationale and design
- ☐ Development of the curriculum
- ☐ Learning pathways
- ☐ Skills for learning, life and work

2.3 Learning, teaching and assessment

- ☐ Learning and engagement
- ☐ Quality of teaching
- ☐ Effective use of assessment
- ☐ Planning, tracking and monitoring

3.1 Ensuring wellbeing, equality and inclusion

- ☐ Wellbeing
- ☐ Fulfilment of statutory duties
- ☐ Inclusion and equality

3.2 Raising attainment and achievement

- ☐ Attainment in literacy and numeracy
- ☐ Attainment over time
- ☐ Overall quality of learners' achievement
- ☐ Equity for all learners

DETAIL ANY OTHER FOCUS QUALITY INDICATOR:

1.1 Self Evaluation for self-improvement

2.7 partnerships



SCHOOL SELF EVALUATION SUMMARY

(IDENTIFY THE SPECIFIC IMPROVEMENT ACTIONS WHICH WILL STRONGLY IMPACT THE DEVELOPMENT OF HGIOS QUALITY INDICATORS)



SCHOOL IMPROVEMENT PRIORITY



Murrayfield Primary School

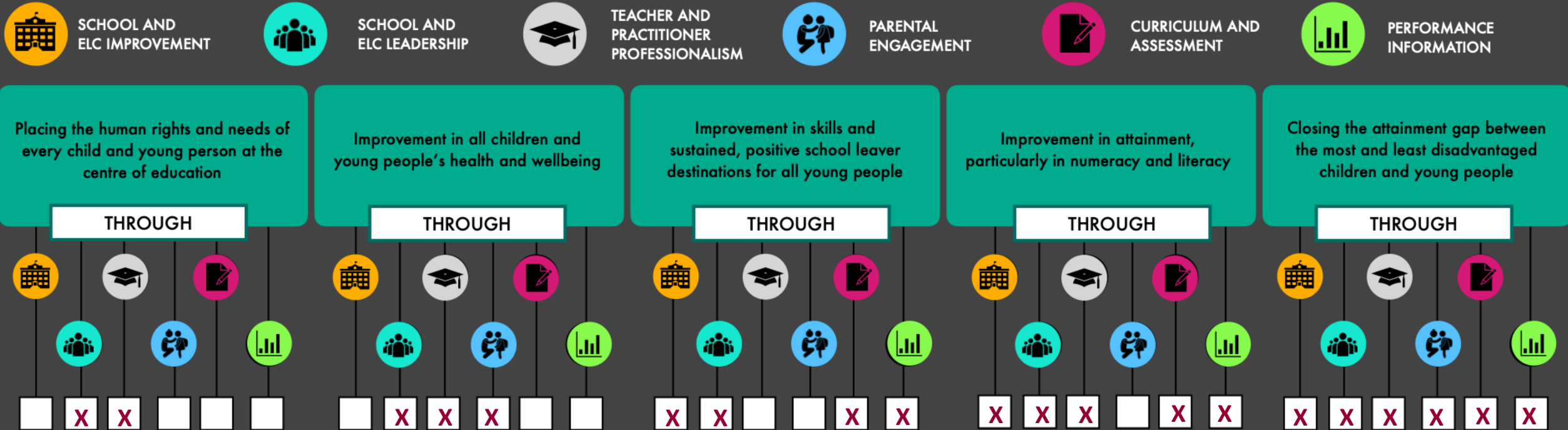
NATIONAL IMPROVEMENT FRAMEWORK

PRIORITY:

To meet the needs of all our learners through developing a curriculum for and with the Murrayfield Primary School community



HOW DOES THIS SPECIFIC IMPROVEMENT PRIORITY CONNECT WITH NATIONAL IMPROVEMENT FRAMEWORK PRIORITIES AND DRIVERS?



(SELECT ☒ NIF PRIORITIES AND THE RELATED DRIVER(S) THAT YOU ARE CONFIDENT WILL BE STRONGLY IMPACTED BY THE ACHIEVEMENT OF THE IDENTIFIED SCHOOL IMPROVEMENT PRIORITY)

YEAR: 2026/27

COURAGE RELATIONSHIPS VALUES RELEVANCE



BIGGER PICTURE

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



YEAR2

Curriculum improvement cycle: January 2027 – June 2028 – Sharing and adopting phase

Listening and Talking curriculum

Embed new frameworks and refresh planning

Trauma informed practice

Pupil leadership of learning

Outdoor Learning

Project Based Learning

YEAR3

Curriculum improvement cycle: January 2027 – June 2028 – Sharing and adopting phase

Literacy strategy refresh

Numeracy Strategy refresh

Across curriculum

Digital technologies

Mental Health awareness

Review Positive Relationship Policy

YEAR4

Evaluate and reflect on curriculum and practice

Embed strategies in literacy and numeracy

Specific curriculum area focus

Pupil's leading curriculum

Embed Positive Relationship Policy

Positive Partnerships

(YOU MAY CHOOSE TO INCLUDE PLANNED OR EXTENDED PARTNERSHIPS, KNOWN DEVELOPMENTS AND CONTINUATIONS OF THE CURRENT PRIORITY, AND SPECIFIC AREAS (E.G. CURRICULUM, NIF, UNCRC, ETHOS) IDENTIFIED FOR ATTENTION. **ENSURE LEARNER VOICE IS REPRESENTED WITHIN FUTURE PLANS.**)



ELC settings are a distinct and important part of the school community. ELC settings have a separate Action Plan which details current and planned actions intended to improve the learning and experiences of children accessing this service.

Please follow this link  to view our ELC Action Plan.

PEF
STATEMENT

PUPIL EQUITY FUNDING: Tackling the attainment gap between the most and least advantaged children



All West Lothian schools are committed to continuously developing their approach to ensure equity and tackle the poverty related attainment gap. Each school's **PEF Summary** provides an overview of their approach and an outline of how Pupil Equity Funding is being used to provide a range of universal and targeted approaches and interventions to improve literacy, numeracy and health and wellbeing.

Please follow this link  to view our PEF Summary and find out more about our use of funding.