

CROFTMALLOCH PRIMARY SCHOOL SCHOOL IMPROVEMENT PLAN



2025 / 2026



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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

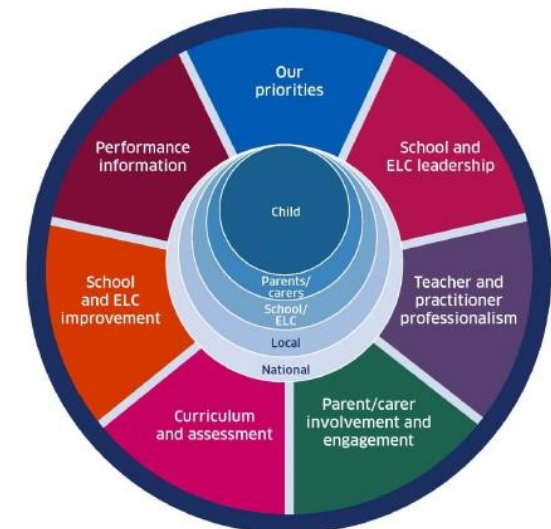
Local Authority Factors

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



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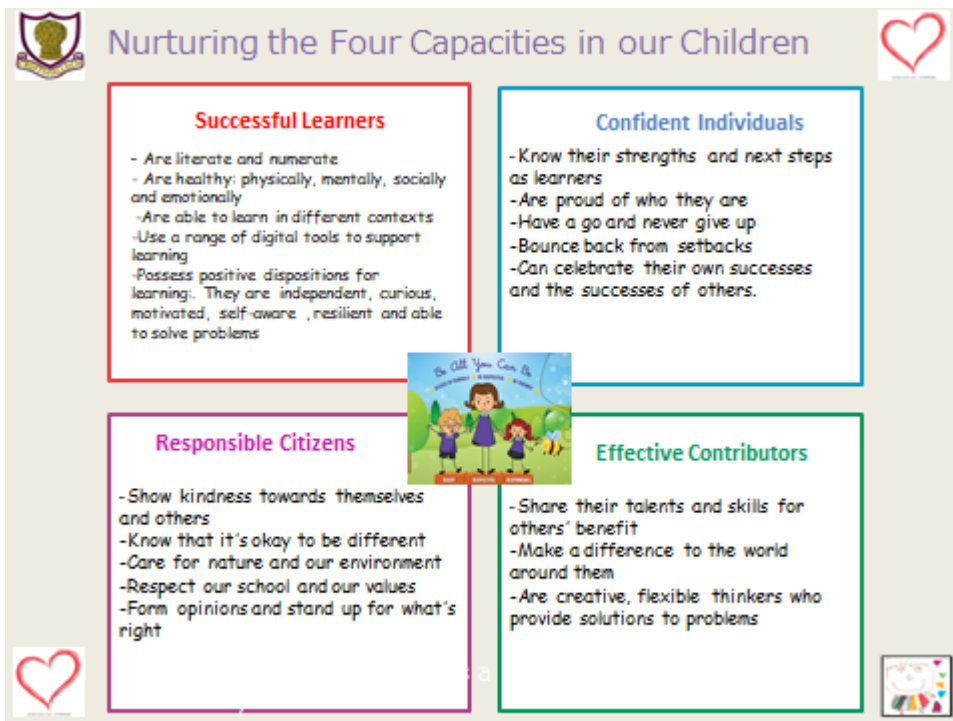
Relevance

Values

Our Vision, Values and Aims

Our School Values will continue to underpin everything that we do. Our values: Be Ready (to learn), Be Respectful and Be Responsible are at the heart of our curriculum.

We make links to our values in all lessons and experiences, to help children to understand the facets of learning and to enable them to develop positive skills for life. We know that these 'soft skills', which are part of Emotional Literacy, are fundamental for success in school, the workplace and in the wider world. They enable us to collaborate with others and function successfully as independent, self-assured individuals. Our values are the building blocks to allow all children to 'be all that they can be.'



We will continue to ensure that children develop the Four Capacities of Curriculum for Excellence as we work to support them at home and school, and ensure this in a number of ways.



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Our Curriculum Rationale

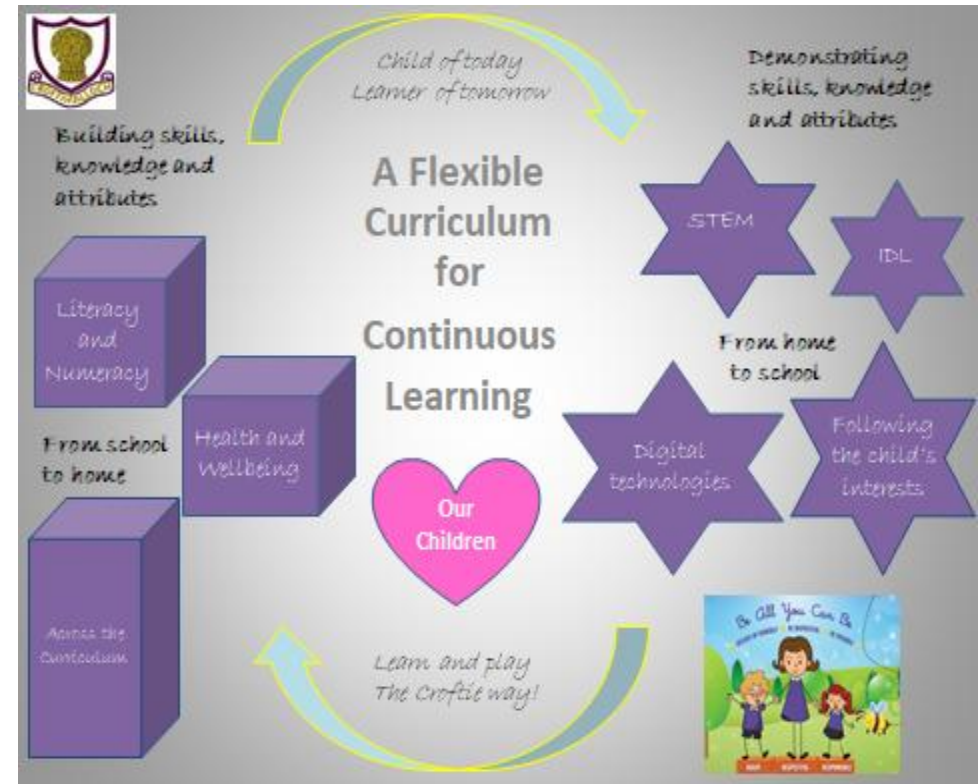
Our Curriculum has been created to be highly flexible. This enables the way in which we deliver experiences and outcomes to children, to be modified to meet the needs of individuals and to be manipulated to fit the circumstances in which they need to be delivered.

Our planning is based on West Lothian Progression Pathways and our school-level teaching and learning trails. This robust level of detail allows us to meet the needs of all learners within our school context and ensure a strong foundation for all children in Literacy, Numeracy and Health and Wellbeing as well as providing learning experiences across the wider curriculum.

Our staff carefully maximise direct-teach opportunities when children are in school to ensure that they develop the skills, knowledge and attributes necessary to consolidate, demonstrate and extend their learning at home. Learning is about working in partnership between home and school. We view family engagement as an exciting opportunity to strengthen links between home and school.

It is our aim to provide children with the chance to enquire, innovate and create in the wider community, based on the learning that has taken place in school.

By continuing to re-evaluate our approaches to pedagogy and the way in which we deliver the curriculum, we will ensure that we meet the needs of our learners today and equip them for tomorrow.



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

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

Croftmalloch Primary School is a non-denominational school serving the community of Whitburn. Open since November 1973, we are very proud of the community we serve.

The school currently has 10 classes, 3 of which are composite. We are proud to see that the school roll has grown significantly over time, increasing from around 200 children at the beginning of Session 23/24 to over 250 at the beginning of Session 25/26 – an increase of 25% in 2 years. Our school has a thriving 40/40 nursery which currently has around 65 children on roll – up to 10 of whom are 2 years old.

In Session 24/25, 16.74% of our children were from Quintile 1 households, the school's Free School Meal Entitlement was 26.67%, and those eligible for access to the Clothing Grant was 32.58% - all of which are higher than Local Authority average. We have no families from Quintile 5 households. Our local context therefore, demonstrates a clear focus on ensuring equity for all.

Our whole-school attendance rate at the end of Session 24/25 was 91.39%, showing an increase on the previous year. The attendance of our Quintile 1 learners last session was 87.24%, which was an increase of over 2% on Session 23/24. This increase was greater than that of our Quintile 4 pupils, which clearly demonstrates that we are continuing to close the poverty-related attendance gap for our most deprived pupils, whilst simultaneously raising the bar for all learners.

The school is staffed by a Head Teacher, a full-time Principal Teacher, a full-time PEF funded Acting Principal Teacher, 15 class teachers, 6 PSWs and an Admin Assistant in the office. The Nursery is staffed by 1 full-time Early Years Officer, 6.5 Early Years Practitioners and 3 Pupil Support Workers. Staff are committed to the best possible outcomes for our pupils, and work closely with our families to ensure we are Getting it right for Every Child. The school's values of *Ready*, *Respectful* and *Responsible* are at the heart of what we do.

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

End of Session 2024-2025 Attainment Data:

Stage	Roll	Reading	Writing	Listening & Talking	Literacy	Numeracy	Mathematics
P1	35	88.57%	88.57%	91.43%	88.57%	91.43%	91.43%
P4	35	74.29%	62.86%	94.29%	62.86%	80.00%	80.00%
P7	17	94.12%	76.47%	100.00%	76.47%	70.59%	70.59%
Whole School Attainment	229	83.84%	78.60%	93.45%	78.17%	83.41%	84.28%



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Croftmalloch Primary School - School Improvement Planning for Ensuring Excellence and Equity				
School priorities linked to knowledge and data as identified on previous page	Evidence supporting the identification of this priority:	Proposed actions	Timescale	Measures of Success
NIF Driver Improvement in all children and young people's wellbeing: <p>All learners benefit from positive relationships and play with peers whilst on the playground.</p> <p>Pupils with additional support needs and their families are fully involved in planning and reviewing personalised supports and interventions.</p> <p>All pupils have a greater understanding of issues around equality and diversity within our school and wider community.</p> <p>(Placing the human rights and needs of every child and young person at the centre of education)</p> <p><input type="checkbox"/> School and ELC Improvement. <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information</p>	<ul style="list-style-type: none"> - Parent Ethos Survey - Pupil Ethos Survey - Learner Conversations - HWB Data 	<ul style="list-style-type: none"> - Review use of outdoor spaces to support Wellbeing. - Train Play Leaders to support positive relationships on the playground. - Further develop principals of Pupil Voice and stakeholder involvement when planning and reviewing personalised supports. - Facilitate family learning opportunities around GIRFEC principles, ensuring that families of children with ASN have a robust understanding of these processes. - Further develop networking opportunities for families of children with ASN, supporting sharing of experiences and signposting pathways to partner agencies. - Further develop opportunities for Inclusion Ambassadors and Diversity Champions to raise awareness around equalities and inclusion within school. - Further develop links with inclusion and diversity networks within Whitburn and the wider community. - Diversity and Equality Statement to be developed alongside pupils and shares with staff and stakeholders. - Revisit the Curriculum Rationale to ensure it takes full account of the context of our school and community. - Positive Relationships Policy to be revised in line with new WLC guidance. 	<p>By June 2026</p>	<ul style="list-style-type: none"> - Learning Walks in playground will show evidence of pupils leading play. - Learner Conversations to show improvement in pupil perception of playground interactions. - Pupil Ethos Survey results to show: <ul style="list-style-type: none"> - Almost all pupils to state that '<i>Other children treat me fairly and with respect</i>'. - Almost all pupils to state that '<i>I feel safe at school</i>'. - Feedback from families will show greater understanding of GIRFEC processes. - Learner conversations with pupils with ASN will show that they have a good understanding of what personalised supports are in place for them, and how they support their learning. - Updated Positive Relationship Policy will show evidence of Pupil Voice, Parent and community consultation and input. - Inclusion Ambassadors are able to discuss their role in shaping change in the school. - Evidence of community links to support Inclusion. - Refreshed Curriculum Rationale shows evidence of Pupil Voice and stakeholder consultation.



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<p>Raising attainment for all, particularly in literacy and numeracy(universal):</p> <p>All learners receive consistent, high quality learning experiences in numeracy and literacy which offer suitable challenge, differentiation and pace, and are underpinned by effective assessment approaches.</p> <p>(Placing the human rights and needs of every child and young person at the centre of education)</p> <p> <input checked="" type="checkbox"/>School and ELC Improvement <input checked="" type="checkbox"/>School and ELC Leadership <input checked="" type="checkbox"/>Teacher and Practitioner Professionalism <input checked="" type="checkbox"/>Parental Engagement <input checked="" type="checkbox"/>Curriculum and Assessment <input checked="" type="checkbox"/>Performance Information </p>	<ul style="list-style-type: none"> - Internal Quality Assurance - ACEL Data - Staff Feedback - Pupil Voice 	<p><u>Literacy Specific:</u></p> <ul style="list-style-type: none"> - Further embed and review impact of the '<i>Croftmalloch Literacy Strategy</i>', ensuring consistent approaches to learning, teaching and assessment in all aspects of Literacy. - Work with the Literacy Pedagogy Officer to further embed consistent approaches to teaching and planned assessment within Listening and Talking. - Introduce termly personalised Reading targets for all pupils, linked to the West Lothian reading targets - Introduce consistent approaches to 'Bump it Up' in Writing, ensuring pupils have the opportunity to respond to high quality marking and feedback. <p><u>Numeracy Specific:</u></p> <ul style="list-style-type: none"> - Further embed PUMA assessments from P1-7 in order to ensure consistent data gathering across the school in Numeracy. - Further develop consistent approaches to the use of Number Talks from P1-7. - As a Cluster, we will deliver engaging, inclusive numeracy experiences that deepen learners' conceptual understanding and promote critical thinking through Building Thinking Classrooms and spatial reasoning strategies (STEM SPACE), ensuring all learners are challenged and supported. <p><u>Assessment and Moderation:</u></p> <ul style="list-style-type: none"> - Now that consistent resources and approaches to assessment are in place, we will develop consistent approaches to summary and analysis of assessment data, using this to inform next steps and interventions for all pupils. - In P1, P4 & P7, staff to analyse PUMA data alongside SNSA outcomes to evaluate concordance between the two assessments. <p><u>Across the Curriculum:</u></p> <ul style="list-style-type: none"> - Further develop consistency in the content of Working Walls, as well as how these are utilised in learning and teaching. - Further develop the use of Higher Order Thinking Skills / Questioning to extend pupil understanding. 	<p>By June 2026</p>	<ul style="list-style-type: none"> - Quality Assurance activities will show high standards of provision in Numeracy and Literacy. - Planned opportunities for assessing Listening and Talking in all classes. - All pupils to have a personalised Reading target. In learner conversations, pupils will be able to articulate how they are making progress towards these targets. - Jotters and Learner Conversations will show evidence of pupils responding to marking and feedback. - PUMA Assessments will be in place for all classes from P1-7, as per the agreed timelines. - Learner Conversations show evidence of emergent consistent approaches to Number Talks. - Professional dialogue within E&E meetings will be supported by outcomes and evidence of new assessment resources. - All classrooms have Working Walls with agreed contents. Lesson Observations show these being utilised consistently. - Lesson Observations and Learner Conversations show improved use of HOTS / Questioning to extend understanding.
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<p>Tackling the attainment gap between the most and least advantaged children (targeted):</p> <p>The attainment, attendance and HWB of identified children is improved as a result of high quality data analysis which informs high quality targeted interventions.</p> <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"> ☑School and ELC Improvement ☑School and ELC Leadership ☑Teacher and Practitioner Professionalism ☑Parental Engagement ☑Curriculum and Assessment ☑Performance Information 	<ul style="list-style-type: none"> - Q1 vs Q4 attainment data - Q1 vs Q4 attendance data - Qualitative feedback from stakeholders 	<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>By June 2026</p>	<p>Documented in PEF Plan</p>
<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p> <p>All pupils have the opportunity to develop key skills for learning, life and work. These are tracked and profiled effectively alongside Wider Achievements.</p> <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"> ☑School and ELC Improvement ☑School and ELC Leadership ☑Teacher and Practitioner Professionalism ☑Parental Engagement ☑Curriculum and Assessment ☑Performance Information 	<ul style="list-style-type: none"> - Internal Quality Assurance - Staff Feedback - Parent Ethos Survey - Pupil Ethos Survey 	<ul style="list-style-type: none"> - Further embed the use of meta-skills within learning and teaching. - Create further opportunities for children to extend these skills beyond the classroom - Create processes to track and profile the use of these meta-skills. - In line with the Cluster, create consistent approaches to Profiling, using SeeSaw for P1-3 and My World of Work for P4-7. - Further develop opportunities for community representation and engagement in Careers Events, making clear links with local and regional employers. - Continue to develop approaches to the use of digital technologies to support core learning and to meet the assessed need of identified pupils - Review our Technologies curriculum to ensure that it supports best practice in use of Meta Skills and Digital Technologies. 	<p>By June 2026</p>	<ul style="list-style-type: none"> - Learner Conversations will show deeper level of understanding and engagement with meta skills. - Meta skills will be meaningfully referenced within observed lessons. - Approaches to profiling will be consistent across the school and Cluster. - Analysis of pupil profiles will show tracking of meta skills and wider achievements. - Evidence of parental attendance at careers events. - Classroom observations will show improved utilisation of Digital Technology. Digital tools will be utilised within personalised supports to meet children's assessed needs. - Updated Technologies trail will make clear links to most recent hardware, software and best practice.



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