



SCHOOL IMPROVEMENT PRIORITY

Kirkhill Primary School



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& FACTORS

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

PRIORITY:

*To further develop our curriculum, ensuring it promotes pupil wellbeing
and better meets the needs of all learners.*

(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. FOCUSING ON TARGETED IMPROVEMENT ACTIVITY IN LITERACY, NUMERACY, AND HEALTH AND WELL-BEING

YEAR: **2026-2027**

COURAGE RELATIONSHIPS VALUES RELEVANCE



SCHOOL IMPROVEMENT PRIORITY

Kirkhill Primary School



CONTEXT & FACTORS

PRIORITY:

*To further develop our curriculum, ensuring it promotes pupil wellbeing
and better meets the needs of all learners.*



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

SCHOOL (LEARNERS)

2.3 Learning and Teaching evaluated as very good
Sharing Positive Relationships policy with all stakeholder
Literacy, Numeracy, Health and Wellbeing and Digital and Skills action plans 26/27
Improved pupil voice opportunities
Focus on Teaching Sprint



STANDARDS AND QUALITY REPORT

LOCAL AUTHORITY & CLUSTER

Cluster Improvement priorities – Building Thinking Classrooms
Staff participation in Literacy, Numeracy and Health and Wellbeing authority groups
HT participation in Health and Wellbeing authority group and PEPAS group
Authority priorities including, Literacy, Numeracy and Health and Wellbeing
West Lothian Parental Involvement and Engagement Framework.

NATIONAL

National Improvement Framework
Learning, Teaching and Assessment moderation cycle
Curriculum Improvement Cycle
How Good is our School (4th edition). Focus on 2.3 Learning, Teaching and Assessment and 2.4 Personalised Support.
Getting it Right for Every Child (GIRFEC)
United Nations Convention on the Rights of the Child (UNCRC)
Developing Scotland's Young Workforce
Presumption to provide education in a mainstream setting.

YEAR: **2026-2027**

COURAGE RELATIONSHIPS VALUES RELEVANCE

SCHOOL IMPROVEMENT PRIORITY

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VISION & VALUES

PRIORITY:

*To further develop our curriculum, ensuring it promotes pupil wellbeing
and better meets the needs of all learners.*



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

SCHOOL VISION

Playing, growing and learning together

SCHOOL VALUES

Kindness, Respect & Honesty
(Reviewed session 25/26)

CURRICULUM RATIONALE

- To promote an ethos of partnership working across our school and wider community.
- To create a safe, nurturing and motivating learning environment where learners and staff can thrive and achieve.
- To develop a relevant and challenging curriculum which develops skills for learning, life and work.
- To celebrate individual and wider achievements.

Our values are central to all that we do in Kirkhill Primary School and ensure everyone is respected and included in their learning and achieve their potential. Our positive approaches to family support ensure barriers to learning are reduced in school and at home.

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

YEAR: **2026-2027**

COURAGE RELATIONSHIPS VALUES RELEVANCE

SCHOOL IMPROVEMENT PRIORITY

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SUPPORTING DATA

PRIORITY:

To further develop our curriculum, ensuring it promotes pupil wellbeing and better meets the needs of all learners.



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

DATA ANALYSIS STATEMENT:

28% of all learners are not on track for Writing. The highest number next session being at First Level

22% of all learners are not on track in Numeracy. The highest next number next session being at First Level

22% of all learners are not on track in Reading. The highest number next session being at First Level

Our Ethos Survey showed that 57% of parents responded positively about how the school manages bullying.

Our Ethos survey showed that 61% of parents responded positively about their views being sought about changes in school.

TRIANGULATING SOURCES

PEOPLE'S VIEWS

Excellence and Equity Meetings

Excellence and Equity Meetings

Whole school development sessions

House team / focus groups

Parent views

DIRECT OBSERVATION

Observations

Forward planning

Observations

Classroom / playground

Parent's evenings

QUANTITATIVE DATA

Attainment data – First level increase P2 +4% P3 +4% P4+3%

Attainment data – First level increase P2+4% P3+4% P4+3%

Attainment – First level increase P2+4% P3+7% P4+3%

Ethos survey – increased by +7% to 64% positive response

Ethos survey – increased by +7% to 68% positive response

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

YEAR: 2026-2027

COURAGE RELATIONSHIPS VALUES RELEVANCE

SCHOOL IMPROVEMENT PRIORITY

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ACTIONS & INDICATORS

PRIORITY:

To further develop our curriculum, ensuring it promotes pupil wellbeing and better meets the needs of all learners.



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:

Agree strategy for SIP groups and pupil committees

Classroom observations

Share Positive Relationships policy

Review curriculum in line with CIC guidance

First Level Literacy support

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

PLANNED ACTIONS:

- 1 New SIP and committee groups agreed and organised to take place on a Friday morning. HT August 2026
- 2 Agreed focus for classroom observations in Term 1 (Sept / Oct 2026). All staff Sept / oct 26
- 3 To ensure all learners, staff and parents have a clear understanding of the Positive Relationships Policy. H&W SIP group December 2026
- 4 All staff to engage in CIC information sessions. DHT to lead on CIC developments. DHT June 2027
- 5 Early intervention plan for First Level Literacy. SLT / Sfl October 2026

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

SUCCESS/IMPACT INDICATOR:

- Staff and pupil evaluation and feedback
Increase in staff and pupils involved in decision making
- Quality indicators (2.3)
All observations evaluated as good or above
- Pupil and parent evaluation and feedback
Ethos survey
- Increased understanding of curriculum development
- Improvement in attainment measures
CQI process Literacy / Numeracy

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

RAG:

- A
- G
-
-
- A

REVIEW SUCCESS

YEAR: 2026-2027

COURAGE RELATIONSHIPS VALUES RELEVANCE

SCHOOL IMPROVEMENT PRIORITY

Kirkhill Primary School



ACTIONS & INDICATORS

PRIORITY:

To further develop our curriculum, ensuring it promotes pupil wellbeing and better meets the needs of all learners.



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:

Kirkhill PS VSE (November 2026)

LEANS programme P5-7

Share Anti-bullying strategy

Building Thinking Classrooms

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

PLANNED ACTIONS:

West Lothian VSE (November 16th 2026)

Quality assurance of learning and teaching.



All staff will be trained in LEANS programme. Programme rolled out to Primary 5-7 learners.



Updated Anti-bullying policy will be shared with all stakeholders.



Identified staff will participate in Cluster training and partner with trained staff in school (Primary 3 / Primary 7/6)



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

SUCCESS/IMPACT INDICATOR:

2.3 Learning, Teaching and Assessment evaluated as Very Good (August 2026)

Pupil and staff evaluation and feedback / Pupil Ethos survey

Parental feedback through Parent Council / wider parent body / Ethos survey

Numeracy attainment data
Staff and pupil views

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

RAG:

REVIEW SUCCESS

YEAR: 2026-2027

COURAGE RELATIONSHIPS VALUES RELEVANCE

SCHOOL IMPROVEMENT PRIORITY

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A CURRICULUM
for EXCELLENCE

PRIORITY:

*To further develop our curriculum, ensuring it promotes pupil wellbeing
and meets the needs of all learners.*



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

LEARNERS:

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

INDIVIDUALS:

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

CITIZENS:

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

CONTRIBUTORS:

☐	An enterprising attitude
☐	Resilience
☒	Self-reliance
☒	Communication in different ways and in different settings
☐	Work in partnership and in teams
☐	Take the initiative and lead
☐	Apply critical thinking in new contexts
☐	Create and develop
☒	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: 2026-2027

COURAGE RELATIONSHIPS VALUES RELEVANCE

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QUALITY INDICATORS

PRIORITY:

To further develop our curriculum, ensuring it promotes pupil wellbeing and better meets the needs of all learners.



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

1.3 Leadership of change

- ☐ Year 1 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
- ☐ Year 1 Development of the curriculum
- ☐ Year 1 Learning pathways
- ☐ Skills for learning, life and work

2.3 Learning, teaching and assessment

- ☐ Year 1 Learning and engagement
- ☐ Year 1 Quality of teaching
- ☐ Year 1 Effective use of assessment
- ☐ Year 1 Planning, tracking and monitoring

3.1 Ensuring wellbeing, equality and inclusion

- ☐ Year 1 Wellbeing
- ☐ Fulfilment of statutory duties
- ☐ Year 1 Inclusion and equality

3.2 Raising attainment and achievement

- ☐ Year 1 Attainment in literacy and numeracy
- ☐ Attainment over time
- ☐ Overall quality of learners' achievement
- ☐ Year 1 Equity for all learners

DETAIL ANY OTHER FOCUS QUALITY INDICATOR:

2.4 Personalised support



SCHOOL SELF EVALUATION SUMMARY

(IDENTIFY 1,3,4 THE SPECIFIC IMPROVEMENT ACTIONS WHICH WILL STRONGLY IMPACT THE DEVELOPMENT OF HGIOS QUALITY INDICATORS)

YEAR: 2026-2027

COURAGE RELATIONSHIPS VALUES RELEVANCE

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NATIONAL IMPROVEMENT FRAMEWORK

PRIORITY:

*To further develop our curriculum, ensuring it promotes pupil wellbeing
and better meets the needs of all learners.*



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



SCHOOL AND
ELC IMPROVEMENT



SCHOOL AND
ELC LEADERSHIP



TEACHER AND
PRACTITIONER
PROFESSIONALISM



PARENTAL
ENGAGEMENT



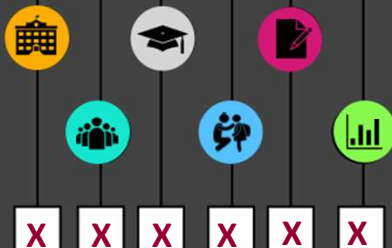
CURRICULUM AND
ASSESSMENT



PERFORMANCE
INFORMATION

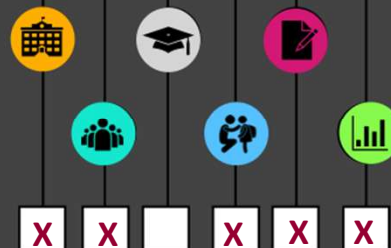
Placing the human rights and needs of every child and young person at the centre of education

THROUGH



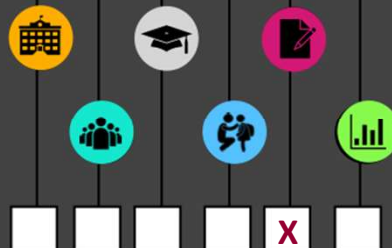
Improvement in all children and young people's health and wellbeing

THROUGH



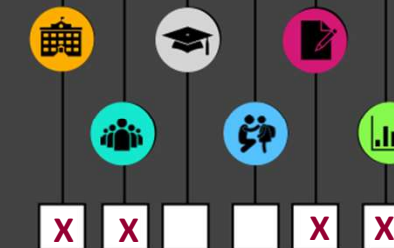
Improvement in skills and sustained, positive school leaver destinations for all young people

THROUGH



Improvement in attainment, particularly in numeracy and literacy

THROUGH



Closing the attainment gap between the most and least disadvantaged children and young people

THROUGH



(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: 2026-2027

COURAGE RELATIONSHIPS VALUES RELEVANCE



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**BIGGER
PICTURE**

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



YEAR2

Curriculum Improvement Cycle

YEAR3

YEAR4

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

YEAR: **2026-2027**

COURAGE RELATIONSHIPS VALUES RELEVANCE



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ELC
ACTION PLAN



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.

YEAR: **2026-2027**

COURAGE RELATIONSHIPS VALUES RELEVANCE

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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.

YEAR: 2026-2027

COURAGE RELATIONSHIPS VALUES RELEVANCE