

WESTFIELD PRIMAY SCHOOL SCHOOL IMPROVEMENT PLAN

2026 / 2027



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Factors Influencing the Improvement Plan

School Factors

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

Local Authority Factors

- Moving Forward in Your Learning Guidance – Meeting Learners Needs
- Raising Educational Attainment Strategy (23-28) - [WLC Raising Educational Attainment Strategy 2023-28.pdf](#)
- West Lothian Council Corporate Plan (23-28) - [WLC Corporate Plan 2023 05 30.pdf](#)
- Education Services Management Plan (23-26) - [Service Improvement Plan Education Services 2023-26.pdf](#)
- West Lothian Parental Involvement and Engagement Framework
- Equity and Pedagogy Teams; Additional allocation
- West Lothian Stretch Aims
- West Lothian Priorities - Literacy and Numeracy, HWB

National Factors

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



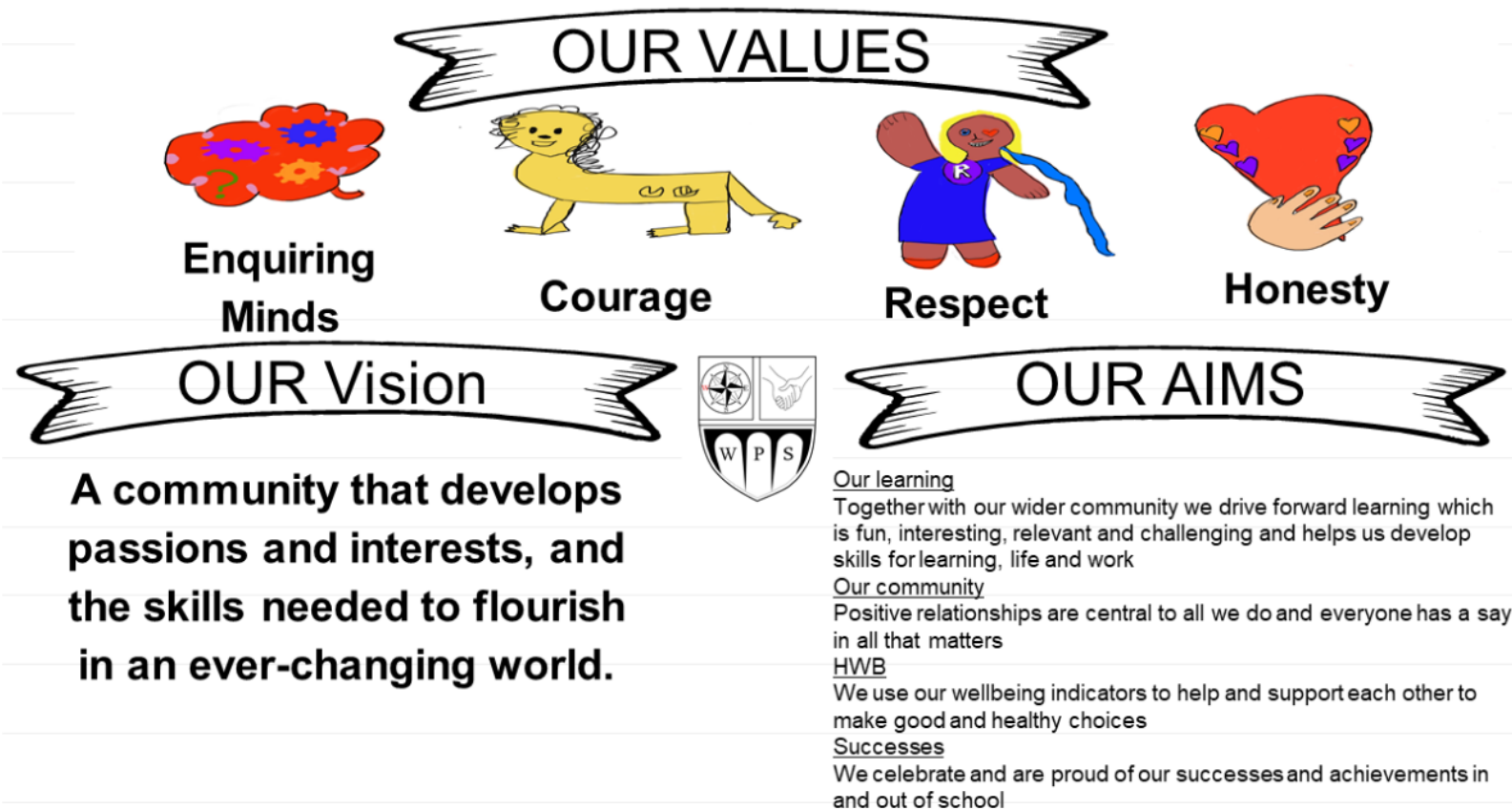
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Our vision, values and aims:



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Our curriculum Rationale

- We recognise that **every child** joins our school community full of curiosity, creativity and with a natural determination and excitement to learn. We also recognise that **every child** exists in a rapidly changing world that is diverse and uncertain.
- Our practices, environment, and culture, strive to enhance **every child's** capability to think independently; to explore their own questions, answers and ideas; to problem-solve and to innovate. By nurturing **every child's** ability to own their own learning and for the context of this learning to be **their** individual passions and interests, we believe each child's emotional interest and motivation to gain new knowledge and skills will be protected.
- Our practices, environment, and culture strive to connect learners with their surroundings whilst offering meaningful, relevant self-directed and collaborative learning opportunities that develop core skills, and value and celebrate **every child's** individual abilities or talents.
- **Every child** will leave with curiosity, creativity, courage and a true excitement to learn alongside the skills, competences and attitudes necessary to thrive in our complex world and make meaningful **contributions** as global **citizens**.
- **Every child** will leave with the ability to recognise and celebrate their unique talents and strengths and will be able to **confidently** respond to the question "how are you **successful**?"
- Key drivers to support this rationale are:-

UNCRC Right of the Child:



Four capacities:



Four contexts for learning:



Agile Education Fundamentals:



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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

Westfield Primary School is a small rural school with a total of 48 pupils in school. Our early learning centre (ELC) offers full-time places to all children, which translates into 4 days, Monday to Thursday, 8.30-4pm. This session, our ELC was reactivated and currently has 9 children. Staffing in the ELC comprises of an Early Years Officer, and Early Years Practitioner, and a Pupil Support Worker. The Head Teacher is shared with one other rural school : Torphichen Primary. Other school staffing includes a Principal Teacher, 1 full time teacher; one part-time, one probationer teacher and two full-time Pupil Support Workers. Office Support for the school and nursery is provided by one Administrative Assistant. The school benefits from a music specialist. The school runs a successful Breakfast Club, which is very well attended by the children.

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

CfE – Our data this session shows that, in literacy, all pupils by the end of P1 attained the appropriate CfE levels in literacy and numeracy (100%). In P4, most pupils achieved the appropriate level in literacy (75%) and (87.5%) in numeracy and maths. In P7, the majority of learners (60%) are on or above track to achieve national expectations in literacy and numeracy. In terms of the Scottish Index of Multiple Deprivation (SIMD), we have 4 quintile 1 children in Westfield, with most pupils (85%) at quintile 3.

Wellbeing – Daily check-ins are in line with the termly Health and Wellbeing questionnaires and show that 84% of learners from P1 to P7 self-report as green across almost all of the Wellbeing Indicators. (Breakdown of each indicator: Safe 90%, Healthy 80%, Achieving 78%, Nurtured 92%, Active 85%, Respected 80%, Responsible 80%, Included 83%).

Engagement – Throughout most of this session, engagement levels of most learners has remained high, with some learners requiring a range of targeted interventions to increase their engagement throughout the school day.

Any other relevant data to your school context – Attendance levels align are above the West Lothian average (95.33%) as is punctuality, and we have had no exclusions. In school, 35% of pupils are eligible for free school meals or clothing grants (which is above the West Lothian average). 25% are identified as having an additional support need.

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

We will, together with our West Lothian colleagues, develop a shared understanding of the emerging National Curriculum frameworks. For the majority of children not achieving expected levels in literacy and numeracy, this is identified as being as a result of an ASD or ADHD diagnosis or through having speech and language delays. We will continue to embed relevant interventions, with the help of outreach partners, to address any barriers to learning. We will also continue to improve inclusive practices through achieving consistency in differentiation and inclusive environments. Across literacy, we will introduce revised, research based approaches to reading and spelling learning, teaching and assessment. In health and wellbeing, we will review focus on developing empathy across our school community.



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Westfield 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
Improvement in all children and young people's wellbeing: By June 2027, we will have re-established a consistently inclusive and nurturing community, where 100% of learners can identify a trusted adult, and wellbeing survey data shows an increase from baseline across all SHANARRI indicators, particularly for learners requiring targeted support. <i>UNCRC Articles 3, 28, 29, 39</i>	☐ School and ELC Improvement. ☒ School and ELC Leadership ☒ Teacher and Practitioner Professionalism ☒ Parental Engagement ☒ Curriculum and Assessment ☒ Performance Information	- Ensure every pupil is supported by a trusted adult (C) - Embed use of the Circle framework to strengthen inclusive environments, routines, practices and interactions and embed consistent approaches and tools across the school to support regulation (C) - Review our universal and targeted programmes for teaching emotional literacy and regulation strategies (U, I) - Improve Parental Perceptions and Confidence in Inclusion – clearly explaining how inclusion works and what support looks like in practice through offering training to parents/carers (I) - Create regular opportunities for parents to share views, ask questions and raise concerns (I) - Act on feedback and communicate changes clearly to build trust and confidence. (I) - Maintain a focus on reducing the cost of the school day. <i>Leadership: Sprint group</i> <i>Allocated CWT time plus additional sprint time</i>	Sept 2026 Feb 2027 Feb 2027 March 2027 Ongoing Ongoing Ongoing	Short-term goals Learners identify a trusted adult. Staff use shared relational approaches. Parents understand inclusion more clearly. Long-term goals A calm, inclusive culture is embedded. Learners demonstrate empathy and self-regulation. Families express confidence in school practice. Key measures: - By June 2027, 100% of learners can identify a trusted adult - Wellbeing survey data shows an increase from baseline across all SHANARRI indicators - Observations show calm, respectful and inclusive learning environments. - Reduction in low-level disruptions and dysregulation incidents. - Parents report increased confidence in the school's inclusive practices
Raising attainment for all, particularly in literacy and numeracy(universal): By June 2027, at least 80% of learners will be achieving or exceeding expected CfE levels in reading and writing, through the consistent implementation of an agreed whole-school approach to phonics, spelling and reading, as evidenced through tracking data, standardised assessments, moderation and quality assurance activities. <i>UNCRC Article 3, 29</i>	☒ School and ELC Improvement ☒ School and ELC Leadership ☒ Teacher and Practitioner Professionalism ☒ Parental Engagement ☒ Curriculum and Assessment ☒ Performance Information	- Agree on a whole-school progression for phonics, spelling and reading (I) - Ensure all staff understand the pedagogy and expectations (I) - Audit current practice and resources (U) - Align resources to the agreed approach (I) - Deliver targeted CPD on effective phonics instruction, spelling strategies, and reading pedagogy (U) - Review systems for ensuring early identification learners requiring additional support (I) - Create clear guidance on structured interventions for phonics and early reading (I) - Strengthen assessment practices (U) - Review and amend our spelling and reading policy and strategy to reflect the above actions and subsequent changes. (I) - Maintain a focus on reducing the cost of the school day. <i>Leadership: SLT and literacy lead</i> <i>Allocated CWT time</i>	March 27 March 27 Nov 26 March 27 March 27 March 27 June 27 June 27 June 27 Ongoing	Short-term goals Staff use agreed phonics and reading approaches. Learners needing support are identified earlier. Interventions run consistently. Long-term goals Most learners achieve expected literacy levels. Reading, spelling and phonics outcomes improve. Practice is consistent across the school. Key measures: - By June 2027, at least 80% of learners achieve or exceed expected CfE levels in reading and writing. 100% of observed lessons demonstrate the agreed phonics, spelling and reading approaches. - Tracking and standardised assessment data (e.g. HAST) show measurable improvement from baseline. - Moderation activities confirm shared understanding of standards and progression



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Tackling the attainment gap between the most and least advantaged children (targeted): By June 2027, all learners identified through SIMD, ASN or attainment data will have regular access to targeted, evidence-based interventions, resulting in measurable improvement in attainment, engagement and wellbeing, as evidenced through intervention tracking, learner progress data and PEF evaluation. <i>UNCRC Article 3, 29, 39</i>	☑School and ELC Improvement ☑School and ELC Leadership ☑Teacher and Practitioner Professionalism ☑Parental Engagement ☑Curriculum and Assessment ☑Performance Information	<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> <i>Please follow this link to view our PEF Summary and find out more about our use of Pupil Equity Funding.’</i>		Documented in PEF Plan
Meeting the needs of all children and young people through inclusive & impactful pedagogy, with a particular focus on curriculum making By June 2029, 100% of staff will demonstrate secure understanding and confident application of the Curriculum Improvement Cycle technical frameworks, resulting in coherent, progressive curriculum planning across the school, as evidenced through professional dialogue, planning quality assurance and self-evaluation.	☑School and ELC Improvement ☑School and ELC Leadership ☑Teacher and Practitioner Professionalism ☑Parental Engagement ☑Curriculum and Assessment ☑Performance Information	Phase 1: UNDERSTANDING AND CONFIDENCE (U) • All staff to attend central collegiate CLPL focusing on the Curriculum Improvement Cycle and curriculum making. • All staff will engage in ongoing professional dialogue and collaborative reflection on interpreting frameworks and understanding progression pathways. • Identified staff to lead in inclusive pedagogies through engagement with Leaders of Learning programme Phase 2: APPLICATION AND IMPACT (I) • Apply agreed curricular frameworks consistently to ensure coherent, progressive planning across all stages and contexts. • Embed collaborative approaches to curriculum making, enabling staff to co-design learning experiences that reflect shared values, local context and learner needs. • Strengthen leadership of curriculum making by building capacity at all levels to lead, support and evaluate high-quality curriculum development. • Sustain high-quality professional learning to ensure all practitioners have a secure, shared understanding of curriculum rationale, design principles and effective implementation. • Maintain a focus on reducing the cost of the school day. <i>Leadership: Central Team, Leaders of Learning (LOL), Pedagogy Pioneers</i> <i>Allocated CWT time plus additional sprint time</i> <i>(See separate LOL action plan)</i>	June 27 June 27 June 27 June 28 Ongoing	Short-term goals Staff confidence in CIC frameworks increases. Shared curriculum language develops. Long-term goals Curriculum planning is coherent and progressive. Staff confidently justify curriculum decisions. Curriculum leadership is distributed and sustained. Key measures of success: • 100% of staff engage in CIC CLPL. • Staff confidence increases from baseline. • Planning aligns with CIC frameworks. • Staff articulate curriculum rationale clearly.



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