

Blackridge Primary School SCHOOL IMPROVEMENT PLAN

2025 / 2026



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





Vision, Values and Aims *Vision:*



Values:





Aims:



Curriculum Rationale

(Insert a page or a link to school's Refresh Curriculum Rationale)



Learning across the four contexts

Blackridge Primary Curriculum Rationale 25-26







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
- b) Data to identify the universal and targeted school Improvement Plan Priorities (SIP)
 - CfE Overall, Gender, Diversity and Inclusion (Vulnerable pupils), C of S, Challenge
 - Early Years Trackers
 - Wellbeing Self Reporting analysis
 - Engagement Tracking data, Digital Connectivity, Participation
 - Any other relevant data to your school context
- c) What are our improvement priorities? Identified SIP priorities informed by the above data (detail in plan below)



Blackridge Primary Schooll - School Improvement Planning for Ensuring Excellence and Equity						
School priorities linked	NIF Driver	Proposed actions	Timescale	Measures of Success		
to knowledge and data as						
identified on previous						
page						
Improvement in all children	□School and ELC Improvement.	How will an Agile approach to strengthening the 4 capacities		How will you baseline where you are in order to		
and young people's wellbeing:	⊠School and ELC Leadership	support all learners? How will you support student and staff HWB?		measure next steps and impact? Regularly review and analyse data from your		
g.	⊠Teacher and Practitioner Professionalism	How will this reflect the UNCRC (areas within the UNCRC toolkit)?		measures.		
Continue to improve	⊠Parental Engagement	How will this reflect learners at the centre?				
attendance for	⊠Curriculum and Assessment					
identified learners and	⊠Performance Information	Continue to engage with Rights Respecting		 Wellbeing responses from learners 		
develop Trauma Skilled		Schools Award, working towards Gold Level		(daily check ins and termly		
approaches to support		accreditation, to increase awareness of UNCRC		wellbeing assessments) will show		
		across the school community		3		
learners and families.						



(Placing the human rights and needs of every child and young person at the centre of education)		 Continue to use the CIRCLE tool to provide appropriate targeted and universal supports, including embedding the use of the Participation Scale in planned supports for identified learners. Continue to embed consistent approaches to planning framework for P.E. including planning for High Quality Assessments through increased partnerships with secondary colleagues. Work alongside the school community to seek further ways to reduce the Cost of the School Day. Develop staff capacity in being Trauma Skilled to build on existing Trauma Informed approaches. Engage with Active Schools to increase leadership opportunities for identified learners through Sports Leaders programme. Increase approaches to targeted nurture to enhance learner wellbeing, engagement and regulation 	an increase in nurtured, safe and healthy • Quality improvement activities including planning monitoring, learner conversations and learning walks • Excellence and equity meetings to establish impact of planned supports in line with learner attainment and/or achievement • Increase in parents reporting in annual Ethos Surveys that the school actively seeks ways to reduce the Cost of the School Day (above 94%) • All staff to report an increase in confidence when employing Trauma Skilled approaches to support targeted learners as evidence in pre and post questionnaires • Almost all learners in P4-7 to have a formal leadership role, supporting school improvement priorities
Raising attainment for all, particularly in literacy and numeracy(universal): Increased consistency in approaches to problem solving and learning experiences that promote learner engagement and increased learner thinking	School and ELC Improvement School and ELC Leadership Teacher and Practitioner Professionalism Parental Engagement Curriculum and Assessment Performance Information	How will an Agile approach to strengthening the 4 capacities support all learners? Building on available data (including CfE levels) outline proposed actions to support and challenge all learners? How will this reflect the UNCRC (areas within the UNCRC toolkit)? How will this reflect learners at the centre? • Improve attainment in literacy through enhancing school wide approaches to learning and teaching of grammar through writing.	How will you baseline where you are in order to measure next steps and impact? Regularly review and analyse data from your measures. • Tracking and monitoring will show an increase in writing attainment for learners off track as a result of intensive supports



(Placing the human rights and needs of every child and young person at the centre of education)		 Embed school wide approaches to reading (agreed reading guidance) and further promote reading for pleasure through engagement with the Reading Schools Accreditation. Develop whole school approaches to Talking and Listening, including high quality assessments Embed consistent spelling progressions across P1-7, as well as agreed pedagogies. Further increase learner engagement in learning experiences through professional learning opportunities with OSIRIS education Review and enhance approaches to learning, teaching and assessment in numeracy & maths including: Further embedding Building Thinking Classrooms approaches, including Rich Task Design Engaging with Nrich Problem Solving Schools Charter Develop agreed whole school consistencies to support The Blackridge Way 	 Quality improvement activities such as planning monitoring and classroom visits will evidence increased consistencies within talking and listening learning experiences. Staff confidence surveys will evidence an increase in delivering highly effective numeracy and maths learning experiences, in line with agreed school expectations. Almost all learners will report in Learner Conversations will evidence that they find learning in numeracy and maths challenging and engaging.
Tackling the attainment gap between the most and least advantaged children (targeted): See PEF Plan		'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	Documented in PEF Plan
(Placing the human rights and needs of every child and young person at the centre of education)	☑Performance Information	approaches and interventions. Please follow this link (INSERT HYPERLINK) to view our PEF Summary and find out more about our use of Pupil Equity Funding.'	



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

X state priority

(Placing the human rights and needs of every child and young person at the centre of education) School and ELC Improvement

School and ELC Leadership

⊠Teacher and Practitioner Professionalism

⊠Parental Engagement

⊠Curriculum and Assessment

⊠Performance Information

How will you ensure the four fundamental capacities are strengthened with an Agile Learning approach to the Curriculum?

COURAGE/RELEVANCE/RELATIONSHIPS/VALUES STEM

IDL

OUTDOOR LEARNING

PLAY

1+2 LANGUAGES

SKILLS

UNCRC (areas within the UNCRC toolkit)?

Learners at the centre

 Increased opportunities for outdoor learning (weekly) for all learnings in P1-7 and the development of an outdoor learning framework to support consistent and progressive learning experiences.

- Consistent approaches to profiling, in line with agreed profiling calendar. All P4-P7 learners will use the My World of Work platform to profile learner successes and next steps.
- Further explore our approaches to digital learning through reengagement with Digital Schools Award
- Embed Play the Blackridge Way through Block Play experiences across P1-7

How will you baseline where you are in order to measure next steps and impact? Regularly review and analyse data from your measures.

- Quality Improvement activities including learner conversations, focusing on learners' ability to identify strengths and next steps
- Moderation activities
- Ongoing feedback from learners and wider stakeholders
- Quality improvement classroom visits and learning walks with a focus on 2.3 theme Learning & Engagement

