West Lothian Council

BLACKRIDGE PRIMARY SCHOOL
SCHOOL IMPROVEMENT PLAN

2026 / 2027



Courage Relationships Relevance Values

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



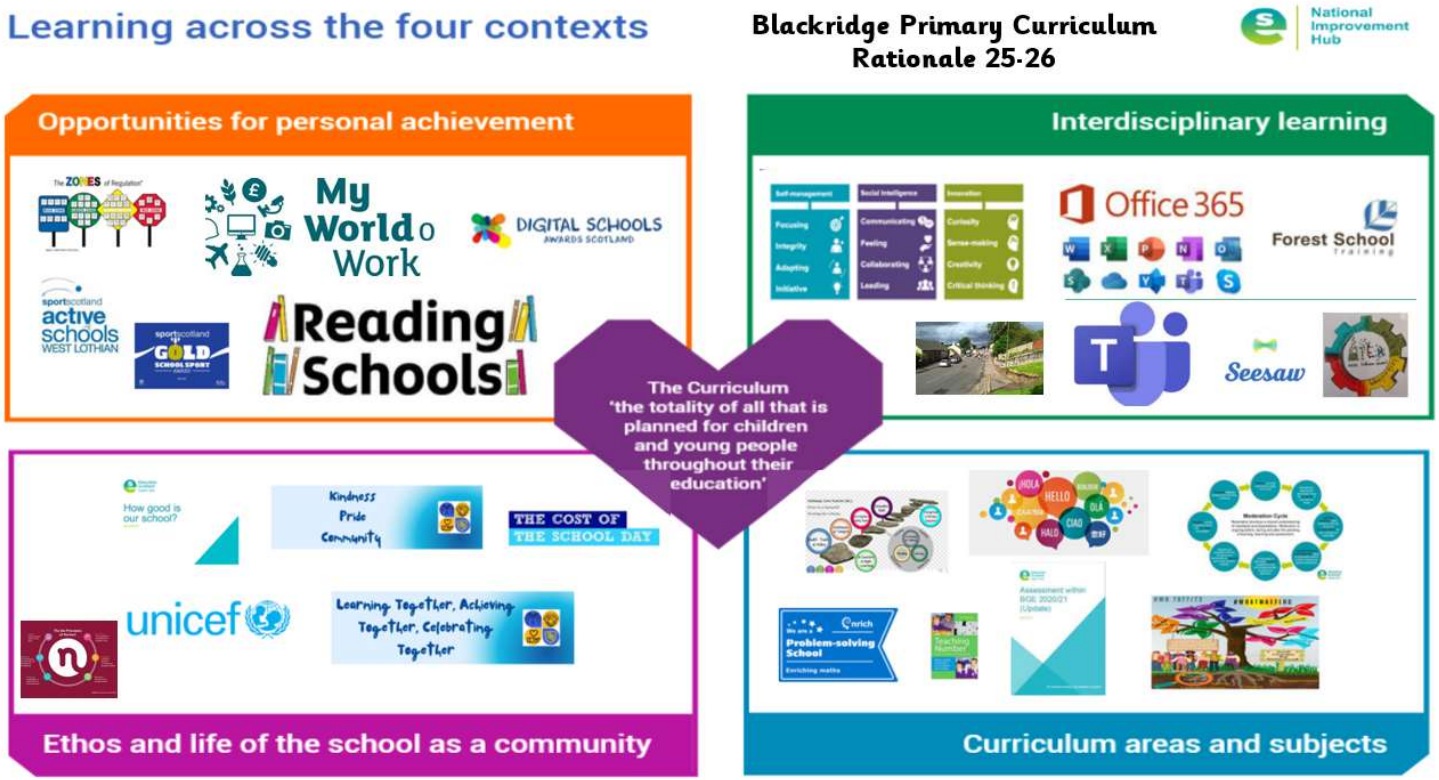
Vision, Values and Aims







Curriculum Rationale



Refreshed curriculum rationales should reflect the local authority commitment to Agile Learning /or inclusive and impactful pedagogical approaches prioritising authentic fulfilment **of the four capacities and contexts for learning, within the Curriculum Improvement Cycle -** [The Curriculum Improvement Cycle (CIC) | About Curriculum for Excellence | Curriculum for Excellence | Education Scotland]

Courage **Relationships** **Relevance** **Values**

Contextual Data Analysis and Rationale for 2026/27 School Improvement Plan (maximum one side A4)

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

Blackridge Primary School and ELC serve the community of Blackridge, West Lothian. Our shared vision, values and aims ensure that we have a relationship-based approach and put wellbeing first for learners, families and staff. We have effective community links through engagement with our local Community Council and associated community groups, including Blackridge Parish Church and Library and we have strong links with Armadale Academy and the cluster primary schools. We are supported by an active Parent Council who support and engage consistently in the life of the school. The school roll is 134. The staff team is made of an ambitious SLT team, consisting of the Head Teacher and Principal Teacher. We also have a nurturing team of 9 Class Teachers and a Support for Learning teacher who support learning across the school. In addition to the teaching staff, our non-teaching staff includes Pupil Support Workers who support learners in a wide range of learning experiences. We are ably supported by an Administration Assistant who enhances the welcoming and nurturing ethos of Blackridge Primary School. Our school is predominantly Quintile 2 and Quintile 3 and our students have a wide range of needs which are ably supported by a skilled and nurturing staff team.

The ELC role is 39 and is staffed by an Early Years Officer and 6 Early Years Practitioners as well as 2 Pupil Support Workers. Strong links have been established across the ELC and Primary 1 to support transition and strengthen the Early Level, ensuring consistencies in pedagogical approaches. The school and ELC benefit from an extensive school estate, which supports high quality outdoor learning experiences. We are committed to ensuring our learners reach their fullest potential and therefore offer a wide range of free, extracurricular activities to our learners.

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**,** Attendance
- **Pupil Equity** – Identification of Q1 and poverty-related gaps, linked to PEF plan
- **Any other relevant data to your school context –** Annual ethos surveys, bespoke surveys/consultations

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

Anywhere 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**
Meeting the needs of all children and young people through inclusive and impactful pedagogy, with a particular focus on HWB (attendance, behaviour, curriculum) By March 2027, evidence will show an improved understanding and application of inclusive practice across the school and ELC, with consistent approaches to children and young people's social-emotional development embedded in daily routines and responses, encouraging all young people to attend and thrive. (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 an Agile approach to strengthening the 4 capacities support all learners? How will you support student and staff HWB? How will this reflect the UNCRC (areas within the UNCRC toolkit)? How will this reflect learners at the centre? • EYO, Early Years Lead and PT will engage in Leaders of Learning sessions and coaching meetings to enhance knowledge and understanding of social-emotional development. They will in turn support Pedagogy Pioneers to develop their own knowledge and understanding and application of this in practice. Along with the HT, LoLs and PPs will plan and implement shared practices across the setting, with agreed strategies and approaches embedded in daily routines. • Continue to embed nurturing principles and practices across the school, enabling smooth transition from small group setting to classroom. • Learner Voice will continue to inform and enhance school development and learner experiences through the Young Leaders of Learning programme and child-friendly complaints procedures. • All children and young people's successes will be recognised through revised and enhanced celebration of wider achievements and greater opportunities to showcase skills and talents. • Continue to engage with Rights Respecting Schools Award, working towards Gold Level accreditation, to increase awareness of UNCRC across the school community • Continue to embed consistent approaches to planning framework for P.E. including planning for High Quality Assessments through increased partnerships with secondary and cluster colleagues. • Further increase stakeholder capacity in Trauma Skilled approaches through engagement with Education Scotland's tools Keeping Trauma in Mind | Resources | Education Scotland . • Practitioner Enquiry/4 Lenses on a focus child, using CIRCLE Participatory scale to evaluate impact of interventions.	March 2027	How will you baseline where you are in order to measure next steps and impact? Regularly review and analyse data from your measures. Pre-, during and post LOL programme self-evaluations; practitioner confidence/knowledge ratings; observations of practice; evidence of planning; reduced incidents of dysregulation; improved attendance and attainment. The influence and inclusion of learner voice will be evident in all aspects of decision making. New processes and explicit opportunities will be developed and embedded to encourage, recognise and celebrate the unique wider achievements of all learners. Wellbeing responses from learners (daily check ins and termly wellbeing assessments) will show an increase in nurtured, safe and healthy Quality improvement activities including planning monitoring, learner conversations and learning walks will evidence inclusive practice and meaningful pupil voice in all classes. Excellence and equity meetings will evidence the value-added impact of planned supports, in line with learner attainment and/or achievement All staff will 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 will have a formal leadership role, supporting school improvement priorities Increase in engagement levels monitored through QI and QA activities as well as moderation of bespoke and agile learning pathways for targeted learners.

Raising attainment for all children and young people through inclusive and impactful pedagogy, with a particular focus on Literacy and Numeracy By April 2027, evidence will indicate Increased consistency and joined-up, holistic approaches to problem solving and Literacy and learning experiences that promote improved learner engagement, critical thinking and creativity. **(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 an inclusive and impactful approach to pedagogy strengthening the curriculum, 4 capacities and 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? Literacy planning will evidence a joined-up approach to themes and genres across all three components, informed by Literacy Lead engagement with Stephen Graham sessions. Continue to embed and enhance Building Thinking Classroom approaches (including Rich Task Design) and engage with MathsBURST STEM SPACE programme of primary-level spatial maths learning. Explore opportunities for enhanced engagement and quality learning experiences within the performing arts and project-based learning within second level. Improve tracking, monitoring and assessment across the wider curriculum to celebrate successes and strengths of all learners. Continue to enhance play experiences and opportunities through outdoor learning and Block Play experiences across P1-7 Further increase learner engagement in learning experiences through continued professional learning opportunities with OSIRIS education		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 such as planning monitoring and classroom visits will evidence increased consistencies across learning experiences. Increased attainment in combined literacy will be evidenced at key stages P1, P4 and P7. Staff confidence surveys will evidence an increase in delivering planned learning experiences using BTC principles and strategies and almost all learners will report learning in numeracy and maths to be challenging and engaging. Almost all learners will evidence opportunities to engage in meaningful expressive arts experiences and opportunities to lead their own learning in a subject-matter of their interest and choice. Learner conversations and evaluations will evidence increased opportunities for learners of all ages and stages to engage in meaningful play and outdoor learning experiences.
Tackling the attainment gap between the most and least advantaged children (targeted): **(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	*'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.* *Please follow this link (**Blackridge Primary & ELC PEF Planning Tool**) to view our PEF Summary and find out more about our use of Pupil Equity Funding.'*		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 2027, all staff will have engaged in technical frameworks published by the Curriculum Improvement Cycle and show increased confidence in their understanding of curriculum making (**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 an inclusive and impactful approach to pedagogy support curriculum development meeting the needs of all children and young people?** **Phase 1** Planning for sustainable professional learning to build confidence in **curriculum making** (teachers) Planning for sustainable professional learning to confidently lead the process of **curriculum making** (leaders) **Phase 2** Planning for sustainable professional learning on **curriculum making** at **school** level (teachers) Planning for sustainable professional learning on how to lead **curriculum making** at **school** level (leaders)		How will you baseline where you are in order to measure next steps and impact? Regularly review and analyse data from your measures. Pre-, during and post LOL programme self-evaluations; practitioner confidence/knowledge ratings will indicate progress, strengths and next steps in knowledge and understanding of curriculum making across the school. A robust, comprehensive plan will be created to embed curriculum making pedagogy and practices in the Blackridge Way for session 2027-28,