



SCHOOL IMPROVEMENT PRIORITY



Bellsquarry Primary School & Early Learning Centre

CONTEXT & FACTORS

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

PRIORITY:

To improve learning teaching and assessment approaches to ensure learning experiences are motivating, meaningful and allow children to maximise their successes and achievements.

(UNCRC Articles 12, 13, 28 & 29)

(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: 2024-25

COURAGE RELATIONSHIPS VALUES RELEVANCE



SCHOOL IMPROVEMENT PRIORITY



Bellsquarry Primary School & Early Learning Centre

CONTEXT & FACTORS

PRIORITY:

To improve learning teaching and assessment approaches to ensure learning experiences are motivating, meaningful and allow children to maximise their successes and achievements. (UNCRC Articles 12, 13, 28 & 29)



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

SCHOOL (LEARNERS)

Self reporting data shows that although pupil attainment is good, learners do not always report positively on their successes and achievements.

We have identified a need to develop more ways for children to achieve and build their self esteem, confidence and resilience.

Using statements across How Good is OUR School (HGIOURS) framework, pupils report that they would like their experiences in school to be more relevant to their lives, own personal targets and interests.

Data shows that although the attainment picture is positive, numeracy is the area of the curriculum with the lowest level of attainment in P4-7 and writing is the area with the lowest level of attainment in P1-3.

STANDARDS AND QUALITY REPORT [S&Q 2023-24](#)

LOCAL AUTHORITY & CLUSTER

Cluster Attainment Data & Identified Gaps or Trends

Raising attainment, including closing the gap ([West Lothian Raising Attainment Strategy](#))

Literacy and Numeracy West Lothian Priorities

Equity Team & Pupil Equity Funding

Health and Wellbeing Priorities

[Corporate Plan](#)

Pedagogy Team

NATIONAL

Raising Attainment for All

How Good is Our School? 4th Edition and How Good is Our Early Learning and Childcare? Particular focus on 2.3 Learning Teaching and Assessment.

Achieving Excellence and Equity 2023: National Improvement Framework and Improvement Plan

Teaching Learning and Assessment Moderation Cycle (Education Scotland)

Putting Learners at the Centre: Towards a Future Vision for Scottish Education, The Ken Muir report, March 2022.

Scotland's Refreshed Curriculum Narrative

[OECD – Future of Education](#) and Skills 2030

Realising the Ambition

YEAR: 2024-25



SCHOOL IMPROVEMENT PRIORITY



Bellsquarry Primary School & Early Learning Centre

VISION & VALUES

PRIORITY:

To improve learning teaching and assessment approaches to ensure learning experiences are motivating, meaningful and allow children to maximise their successes and achievements.

(UNCRC Articles 12, 13, 28 & 29)

Confident Individuals Successful Learners Effective Contributors Responsible Citizens



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

SCHOOL VISION

Bellsquarry Learning Community has high aspirations for all. We encourage learners to have confidence in their skills, abilities and ideas, the resilience to persevere and the determination to succeed in their learning.

SCHOOL VALUES



Relationships

Respect

Support

Adaptability



CURRICULUM RATIONALE

At Bellsquarry Primary School our curriculum aims to allow our learners to:

- Develop confidence and ability to apply skills across different contexts and have the courage to persevere in order to achieve their goals.
- Develop global citizenship and celebrate diversity in our local community and become compassionate learners who respect others.
- Develop creative solutions through collaboration and effective communication.
- Be independent, critical thinkers who embrace challenges and adopt a resilient attitude.
- Adopt a passion for life-long learning through their natural curiosity of the world.

Our overarching priority aims to ensure that our learning, teaching and assessment approaches align with the vision, values and aims of our school community. Our priority will ensure that approaches to learning, teaching and assessment approaches are strengthened through professional development and moderation.

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



SCHOOL IMPROVEMENT PRIORITY



Bellsquarry Primary School & Early Learning Centre

SUPPORTING DATA

PRIORITY:

To improve learning teaching and assessment approaches to ensure learning experiences are motivating, meaningful and allow children to maximise their successes and achievements. (UNCRC Articles 12, 13, 28 & 29)



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

DATA ANALYSIS STATEMENT:

TRIANGULATING SOURCES:

PEOPLE'S VIEWS

DIRECT OBSERVATION

QUANTITATIVE DATA

We have identified the need for staff to improve the delivery of rich tasks which are relevant and reflect the interests of all children.

Learner Conversations

VSE & QI Visits

Ethos survey

There is an identified need to ensure learning is appropriately challenging across the curriculum.

Parent feedback

Planning QI Activities

Parent & Pupil Ethos Survey

Pupils would benefit from more opportunities to extend learning in their community through experiences such as outdoor learning.

Pupil feedback

VSE Discussions

Ethos surveys

There is an identified dip in attainment in numeracy after primary 3.

Planning discussions

Teacher Assessment Data

Attainment Data

Learners require more support to understand how they can be successful in their learning.

Learner Conversations

VSE Observations

Self Reporting

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: 2024-25



SCHOOL IMPROVEMENT PRIORITY



Bellsquarry Primary School & Early Learning Centre

ACTIONS & INDICATORS

PRIORITY:
To improve learning teaching and assessment approaches to ensure learning experiences are motivating, meaningful and allow children to maximise their successes and achievements.

(UNCRC Articles 12, 13, 28 & 29)



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:

- Youth Voice Charter & HWB Curriculum review
- Effective differentiation – LTA policy
- Further develop use of numeracy assessments to ensure pace and challenge.
- Review profiling process to ensure high quality discussion about learning.
- Young Leaders of Learning Programme

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

PLANNED ACTIONS:

- Annual overviews to be adapted and collaboratively planned to ensure breadth and depth across the school year and across a level. *Teaching Staff August 2024*
- All teachers to identify community and outdoor learning opportunities within planning. *Teaching Staff October 2024*
- Introduce pilot of Building Thinking Classrooms approach in Numeracy. *SLT & Numeracy Champ September 2024*
- Professional reading groups to explore, high quality learning intentions, success criteria and visible targets. *All staff September 2024*
- Collaborative data analysis to be carried out to identify an issue to be explored through professional enquiry. *Teaching Staff September 2024*

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

SUCCESS/IMPACT INDICATOR:

- All classes will have a broad curricular coverage planned across the year.
- During learning conversations almost all children will be able to explain how they have taken their learning outdoors or in the community.
- During learning observations in January, all children involved in the pilot will experience rich 'thinking' tasks within their numeracy/maths lesson.
- During learning walks, almost all learners will be able to share what they are learning and how they know they will be successful.
- By October, all staff will have identified an issue to explore that is backed up by evidence from their own data gathered.

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

RAG:

Green
Yellow
Green
Green
Green

REVIEW SUCCESS

YEAR: 2024-25



SCHOOL IMPROVEMENT PRIORITY



Bellsquarry Primary School & Early Learning Centre

ACTIONS & INDICATORS

PRIORITY:
To improve learning teaching and assessment approaches to ensure learning experiences are motivating, meaningful and allow children to maximise their successes and achievements. (UNCRC Articles 12, 13, 28 & 29)
(actions for term 2 to be decided once term 1 actions have been evaluated)



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:

- Timetables to be reviewed to ensure a balance of different types of learning experiences and contexts.
- Work towards gold UNCRC Accreditation
- Feedback & Target Setting
- Coaching for Success for Pupils
- Further develop moderation cycle to identify learning priorities with appropriate pace and challenge.

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

PLANNED ACTIONS:

●		●
●		●
●		●
●		●
●		●

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

SUCCESS/IMPACT INDICATOR:

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

RAG:

REVIEW SUCCESS

YEAR: 2024-25



SCHOOL IMPROVEMENT PRIORITY



Bellsquarry Primary School & Early Learning Centre

ACTIONS & INDICATORS

PRIORITY:
To improve learning teaching and assessment approaches to ensure learning experiences are motivating, meaningful and allow children to maximise their successes and achievements. (UNCRC Articles 12, 13, 28 & 29)

(actions for term 3 to be decided once term 2 actions have been evaluated)



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 3**. THESE ACTIONS SHOULD BE EVALUATED AT THE END OF THE TERM 3. TRY NOT TO CARRY TOO MANY INCOMPLETE ACTIONS INTO TERM 4

FUTURE ACTIONS:

- Develop Building Racial Literacy Guidance for staff.
- Review positive relationships policy, inclusion and anti-bullying strategy
- Develop Early Level Literacy Progress map to incorporate phonological and phonemic awareness.
- Develop new pupil writing tracker for target setting and progress mapping first level.
- Use of data gathered to further develop teaching and learning approaches in Fractions, Decimals and Percentages.

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

PLANNED ACTIONS:

●		●
●		●
●		●
●		●
●		●

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

SUCCESS/IMPACT INDICATOR:

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

RAG:

REVIEW SUCCESS

YEAR: 2024-25



SCHOOL IMPROVEMENT PRIORITY



Bellsquarry Primary School & Early Learning Centre

ACTIONS & INDICATORS

PRIORITY:
To improve learning teaching and assessment approaches to ensure learning experiences are motivating, meaningful and allow children to maximise their successes and achievements. (UNCRC Articles 12, 13, 28 & 29)
(actions for term 4 to be decided once term 3 actions have been evaluated)



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 4. THESE ACTIONS SHOULD BE EVALUATED AT THE END OF THE TERM 4. TRY NOT TO CARRY TOO MANY INCOMPLETE ACTIONS INTO NEXT ACADEMIC YEAR

FUTURE ACTIONS:

- Development of rubrics to involve pupils in self assessing and being coached through their progress within meta skills.
- Develop Experiential/Play based learning experiences in P2 and P3 and the role of the teacher within this.
- Reading framework to ensure books match ability with appropriate pace and challenge.
-
-

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

PLANNED ACTIONS:

●		👤	●—●
●		👤	●—●
●		👤	●—●
●		👤	●—●
●		👤	●—●

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

SUCCESS/IMPACT INDICATOR:

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

RAG:

REVIEW SUCCESS

YEAR: 2024-25



SCHOOL IMPROVEMENT PRIORITY



Bellsquarry Primary School & Early Learning Centre

A CURRICULUM
for EXCELLENCE

PRIORITY:

To improve learning teaching and assessment approaches to ensure learning experiences are motivating, meaningful and allow children to maximise their successes and achievements. (UNCRC Articles 12, 13, 28 & 29)



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

LEARNERS:

- 2,4 Enthusiasm and motivation for learning
- 4 Determination to reach high standards of achievement
- Openness to new thinking and ideas
- 3 Use literacy, communication and numeracy skills
- Use technology for learning
- 3 Think creatively and independently
- 3,4 Learn independently and as part of a group
- 3 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
- 1 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
- 3 Make reasoned evaluations

CONTRIBUTORS:

- An enterprising attitude
- 3 Resilience
- Self-reliance
- Communication in different ways and in different settings
- 3 Work in partnership and in teams
- Take the initiative and lead
- 3 Apply critical thinking in new contexts
- Create and develop
- 3 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: 2024-25

COURAGE RELATIONSHIPS VALUES RELEVANCE



SCHOOL IMPROVEMENT PRIORITY



Bellsquarry Primary School & Early Learning Centre

QUALITY INDICATORS

PRIORITY:

To improve learning teaching and assessment approaches to ensure learning experiences are motivating, meaningful and allow children to maximise their successes and achievements. (UNCRC Articles 12, 13, 28 & 29)



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

1.3 Leadership of change

- 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

- 2 Rationale and design
- 2 Development of the curriculum
- 1 Learning pathways
- Skills for learning, life and work

2.3 Learning, teaching and assessment

- 3 Learning and engagement
- 4 Quality of teaching
- 4,5 Effective use of assessment
- 1 Planning, tracking and monitoring

3.1 Ensuring wellbeing, equality and inclusion

- Wellbeing
- Fulfilment of statutory duties
- Inclusion and equality

3.2 Raising attainment and achievement

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

DETAIL ANY OTHER FOCUS QUALITY INDICATOR:

1.4 Leadership and Management of Staff 2.5 Family Learning
3.3 Increasing Creativity & Employability



SCHOOL SELF EVALUATION SUMMARY

[SSES Information](#)

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

YEAR: 2024-25

COURAGE RELATIONSHIPS VALUES RELEVANCE



SCHOOL IMPROVEMENT PRIORITY



Bellsquarry Primary School & Early Learning Centre

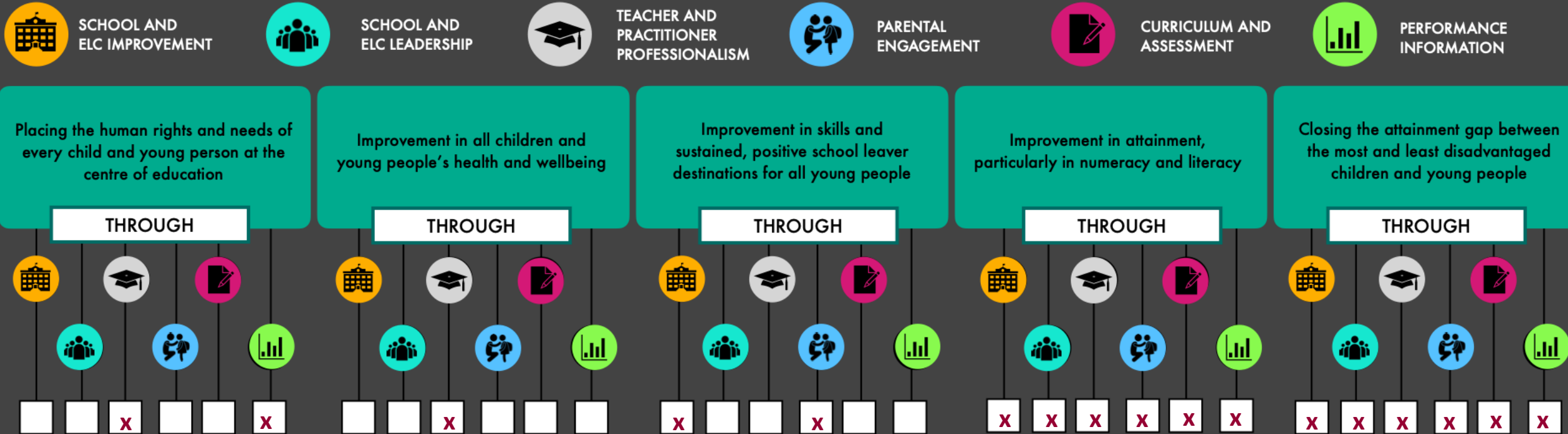
NATIONAL IMPROVEMENT FRAMEWORK

PRIORITY:

To improve learning teaching and assessment approaches to ensure learning experiences are motivating, meaningful and allow children to maximise their successes and achievements. (UNCRC Articles 12, 13, 28 & 29)



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



(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: 2024-25



BIGGER PICTURE

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



YEAR2

Review Literacy Strategy in line with Literacy Attainment over time and Audit Literacy/Communication experiences from ELC – P7. Work towards next stage of Reading Schools Accreditation.

Develop a varied experience timetable for pupils which is split into: Structured, Experiential, Collaborative, Independent learning opportunities.

Develop meta skills assessment framework.

Develop partnerships with the world of work through parents and local businesses to enable sustainable curriculum opportunities.

Further develop the use of HGIOURS to include pupil observations of their peers to monitor progress within communication/listening and talking skills.

YEAR3

Review Numeracy Strategy in line with Numeracy Attainment over time and Audit Numeracy and Mathematics experiences from ELC – P7.

Develop the use of profiles to include progressive transferable skills and the children’s ability to talk about these.

Develop a programme of coding and robotics within our STEM curriculum.

Develop pupil led exploration through STEM challenges (play pedagogy, problem solving & adaptability) in the upper school.

Review Expressive Arts curriculum to ensure opportunities for creativity and clear development of skills.

YEAR4

Review of Vision Values and Aims to ensure these are still current and accurately reflect the views of our stakeholders.

Develop play and teacher observation strategies to allow for high quality questioning or provocations.

Develop technology curriculum framework with opportunities for a variety of technology, art and digital technology. Use of digital tools to create basic digital images.

Develop and upskill staff in teaching music.

Develop opportunities for numeracy and literacy across the curriculum and ensure the children are able to make links and apply knowledge and skills in different contexts.

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



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



[ELC Action Plan](#)

to view our ELC Action Plan.



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  [Bellsquarry PEF Summary](#) to view our PEF Summary and find out more about our use of funding.