West Lothian Council





Greenrigg Primary School
SCHOOL IMPROVEMENT PLAN

2026 / 2027







Factors Influencing the Improvement Plan

School Factors

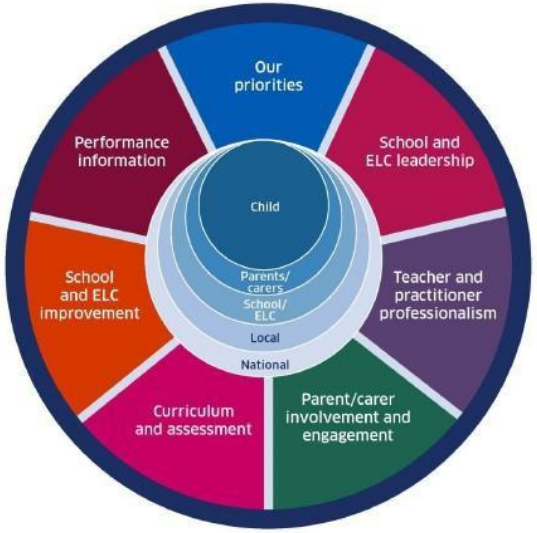
Addressing Action Points identified in school's Self Evaluation procedures
Cluster Improvement Priorities
Equity and PEF Priorities from equity self-evaluation materials 2026

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





At Greenrigg Primary School, our commitment is to achieve excellence across all facets of our educational practice.

We strive to ensure every pupil experiences both excellence and equity in their education. Our goal is to empower students to become Successful Learners, Confident Individuals, Responsible Citizens, and Effective Contributors.

We deeply value, support, and respect every member of our School Community. We are dedicated to getting it right for every child, ensuring they are safe, healthy, achieving, nurtured, active, respected, responsible, and included.

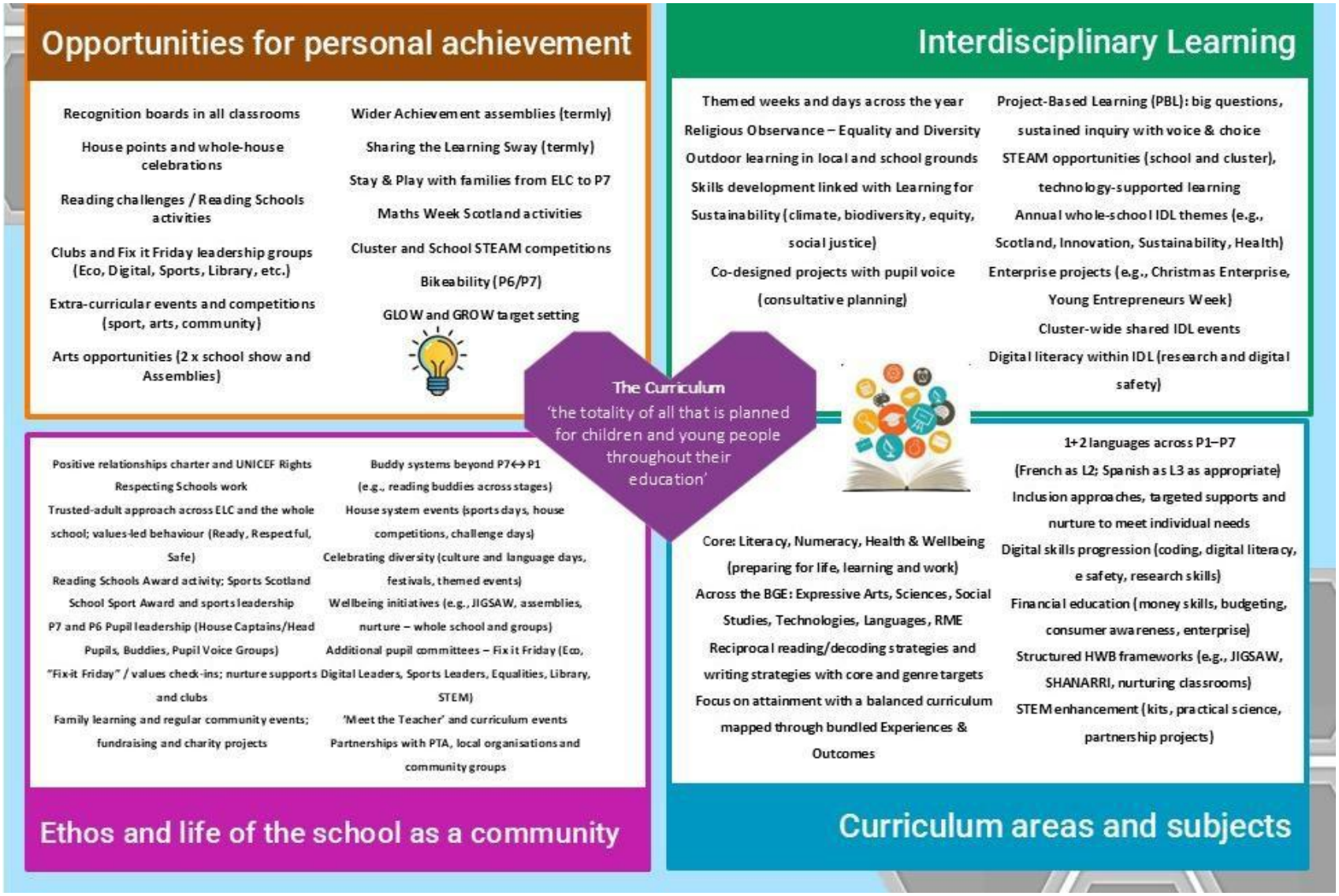
We R.I.SE

Our Shared Aims

- Our curriculum has been developed to prepare learners with the core skills needed for life, learning and work, through providing purposeful and relevant literacy, numeracy and Health and Wellbeing learning experiences.
- From the earliest stages we want to develop the necessary skills within our learners to become resilient as well as enable them to develop the four capacities of successful learners, confident individuals, effective contributors and responsible citizens
- Develop the relevant knowledge, skills and attributes to succeed in the modern world as a 21st century learner.
- Recognise each learner as a unique individual and celebrate their individuals' achievements within and out with school
- Recognise the individual skills and qualities of our learners and personalize our approach to meet their wide-ranging needs ensuring excellence and equity.
- Provide progression through transitions and levels which will be closely monitored and tracked to ensure the opportunity of attainment and achievement at the highest level for all

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

Curriculum Rationale – (Click the Image below to view our rationale)



Contextual Data Analysis and Rationale for 2026/27 School Improvement Plan

a) Background – The context for the learners in our school

At Greenrigg Primary School and ELC, we serve a community with a varied profile, with most learners in SIMD Quintiles 2 and 4, and a small number in Quintile 1. Need is therefore often less visible and spread across the school rather than concentrated. We use a range of data, including attainment, wellbeing and attendance, to inform our understanding of learners' needs. As a small school, we recognise that data can vary year to year due to cohort size. We therefore focus strongly on progress over time and individual learner journeys, supported by regular tracking and professional dialogue. Our ethos is positive and inclusive, underpinned by strong relationships
Learners are respectful, motivated and engaged, and the learning environment is calm, purposeful and well organised.

b) Data to identify the universal and targeted School Improvement Plan priorities (SIP)

CfE – Overall, Diversity and Inclusion, Continuity of Support, Challenge - Overall attainment in literacy and numeracy is in line with or above local authority averages.

- Attainment data shows a positive overall picture across literacy and numeracy
- Strong attainment and confidence are evident at key stages (P4, P7)
- Continued improvement in numeracy
- Early literacy is improving, though some variation remains (particularly writing)
- Some differences in attainment between learner groups persist
- This indicates a broadly strong attainment profile, with some areas requiring targeted improvement

Early Years Trackers - Within our ELC, children are **engaged, confident and developing independence** through high-quality play-based learning.

- Children are making **progress across most areas of learning**, particularly in health and wellbeing and early language
- Practitioners are strengthening the consistency of planning, assessment and tracking, with an increasing focus on clearly identifying next steps for learning.

Wellbeing – Self-Reporting Analysis - Wellbeing is a **significant strength** across our school. Most pupils say they enjoy learning. While this is encouraging, we recognise that we can continue to **make learning even more engaging and motivating for all learners**. This is consistent with wider feedback across the school community

- Almost all pupils tell us they feel **safe, supported and treated fairly**
- Relationships between staff and pupils are very positive
- Most learners enjoy learning, though engagement can be further strengthened
- We have seen improvements in **behaviour, relationships and overall satisfaction**

Engagement – Tracking Data, Participation, Attendance - Our attendance has improved and is now **in line with the local authority average**, reflecting our focus on supporting engagement.

- Targeted support has led to **improved attendance and engagement for identified learner.**
- Attendance data shows improvement over time, with most learners attending regularly
- Children benefit from a wide range of experiences, including **leadership roles and wider achievement opportunities**
- Most children participate fully in school life, with very few barriers to engagement
- A small number of children continue to require **additional support to maintain regular attendance**

Pupil Equity – Identification of Q1 and Poverty-Related Gaps - We demonstrate a strong commitment to **equity and inclusion**, ensuring that all children are supported to succeed.

- We base support for learners on a **range of information**, not solely socio-economic background
- Our targeted interventions are **well planned, tracked and monitored** and targeted interventions are leading to improved outcomes for most identified learners
- Our approaches to equity have supported improvements in **attendance, engagement and access to learning**

Other Relevant Data – Surveys and Consultations

Feedback from pupils, parents and staff highlights many strengths across our school.

- Stakeholder feedback reinforces the positive culture of the school, particularly in relation to care, relationships and support.
- Children feel that staff know them well and support their learning
- Parents are very positive about the school, particularly in relation to **relationships and care**

We have also identified areas for further development, including:

- Work with parents to further enhance communication about learning and progress, ensuring our existing approaches are accessible, meaningful and support engagement.
- Continue to strengthen **pupil voice and leadership of learning**

c) What are our improvement priorities?

Consultation and self-evaluation have identified the following **key priorities for 2026/27**:

- **Improve early learning and early literacy**, particularly writing and early language
- **Continue to reduce differences in attainment between groups of learners**, with a focus on literacy
- **Further strengthen consistency in learning, teaching and assessment**, including differentiation and use of feedback
- **Increase engagement and enjoyment in learning**, through creative, relevant and appropriately challenging experiences
- **Develop pupil voice and leadership of learning**, including higher order thinking and learning conversations
- **Further strengthen communication with parents** about learning and progress in partnership.

Greenrigg 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**	**Time scale**	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) Continue to build strong relationships and partnership working to enhance engagement, provide timely and targeted support, and ensure that learners are actively involved in shaping their learning and wider school experience. **(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	Continue to embed approaches **daily wellbeing check-ins.** Continue to **use CIRCLE tools** to identify and address barriers to participation, focusing on specific learners. Build on strong relationships to implement a clearer, **more structured approach to staff wellbeing support:** • https://www.gtcs.org.uk/registrant-resources/health-and-wellbeing-as-a-teacher • Wellbeing planning tool | Turas | Learn • NCB School Wellbeing Framework Leaders Tool.pdf • The Cycle of Wellbeing | Resources | Education Scotland **Embed UNCRC across school practice** through visible rights, pupil leadership, and alignment with curriculum, behaviour and school values. **Develop and embed a clear Equality & Diversity Statement to include** within positive relationships guidance.	**Aug** **Aug** **Aug** **Oct** **Nov** **Oct**	**Quality assurance (learning walks, data, pupil voice and professional dialogue) evidences consistent relational practice, improved engagement and the application of children's rights** (evidenced by triangulated findings showing alignment between practice, learner experience and outcomes) **Staff confidence, wellbeing and capacity to support learners improves while behaviour becomes more consistent** (evidenced by staff feedback, reduced need for escalation, and behaviour data showing fewer dysregulation-related incidents) **Pupil experience remains strong, with learners feeling safe, listened to and able to influence their experience** (evidenced by ethos data, pupil voice and clear "You Said – We Did – Impact" approaches) **Attendance and inclusion improve for targeted learners** (evidenced by reduced persistent absence, diminishing seasonal dips, and CIRCLE/classroom evidence of increased participation) **Parent engagement and partnerships strengthen** (evidenced by feedback, communication records and increased participation in school activity)

Raising attainment for all children and young people through inclusive and impactful pedagogy, with a particular focus on Literacy and Numeracy By June 2027 we aim to improve children's experience, confidence and engagement with Numeracy and Mathematics. **(Placing the human rights and needs of every child and young person at the centre of education) Article 28 (Right to Education), 29 (Aims of Education) and 12 (Pupil Voice)**	☒School and ELC Improvement ☒School and ELC Leadership ☒Teacher and Practitioner Professionalism ☒Parental Engagement ☒Curriculum and Assessment ☒Performance Information	**<u>Building Thinking Classrooms in Mathematics</u>** **Aim/Objective:** • Improve practitioner knowledge and understanding of BTC principles and practices • Improve pupil confidence and engagement with Maths • Implement core BTC practices across all classes • Develop cluster moderation of task design and planning for questioning **Actions:** - School BTC lead to attend central Training. - School lead to provide training sessions to school staff. - School lead to provide team-teaching opportunities for staff. - School support visit with lead to identify strengths and areas for development. - Cluster moderation session on BTC approaches. - Cluster HT evaluation, sharing of school and cluster data and self-evaluation.	Sept 2026 → June 2027	**Measures:** - BTC SMT Readiness, measure whole-school position to take on BTC and review progress. - BTC Practitioner Readiness questionnaire, measure confidence and progress. - Myself as a Learner in Maths, measures learner's confidence and enjoyment of maths. - Evaluation of moderation sessions, measure practitioner engagement and progress in BTC. - BTC Rubric – Staff Self-Evaluation, measure implementation and plan for next steps.

Tackling the attainment gap between the most and least advantaged children (targeted): By strengthening learners' independence, application, attendance, and participation tracking, we will ensure all learners make accelerated and sustained progress. **(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.'*** **All targeted support plans include:** • how independence will be built • how support will be reduced over time" **Tracking includes:** • participation • confidence • independence (not just attainment)" *Please follow this link to view our PEF Summary and find out more about our use of Pupil Equity Funding.'*	**See timescales in the PEF Planning document**	The PEF plan provides detailed actions and measures; the overarching impact will be evaluated through a range of evidence, including attainment, attendance, participation and learner voice, with a continued focus on equity and closing identified gaps.

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 Further develop children's access, engagement and leadership of their learning and demonstrate progress linked to their next steps. By June 2027, all children will have built their confidence in knowing their stregths and next steps and evidencing progress and achievement in their learning. (**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	**Curriculum Making – CIC (Curriculum Improvement Cycle)** **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) **Differentiation** Staff training and moderation on planning for differentiation in learning and teaching through tasks, activities, resources and adult and peer support using the 'tools and rules' approach. **All staff apply agreed non-negotiables and scaffolds (e.g. visual prompts, shared learning language)** *(evidenced through consistent approaches seen in planning, classroom practice and learning environments across most classes)* **Higher Order Thinking** Staff development on planning and using effective teacher questioning and the use of Higher Order Thinking skills and tasks. **Feedback** Review approaches to learner feedback and approaches to children acting on their feedback to improve their learning. **Learning Conversations** Staff moderation on the use of Glow and Grow approach to embed the use of learning conversations with children that naturally link the schools refreshed vision and values to skills for learning, life and work. **Ongoing refinement of the learning, teaching and assessment framework based on what is working** *(evidenced through review of practice, staff feedback and updates to guidance informed by impact on learners)* **Profiling** Implement a consistent, cluster-wide profiling approach using My World of Work and/or Seesaw, ensuring all learners create at least one meaningful, learner-led profile entry per term.	Aug – Dec 2026 Jan '27 To June '27 From Aug	Staff will demonstrate increased confidence and understanding of the revised curriculum, informed by engagement with the Curriculum Improvement Cycle and technical frameworks. **Learners experience engaging, relevant learning and can talk about what they are learning and why** *(evidenced through learner voice, pupil discussions, use of shared learning language, visible learning displays and digital portfolios)* **Learners can confidently share and reflect on their profiling entries, demonstrating ownership of their learning through digital portfolios and pupil voice**.



Courage Relationships Relevance Values