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& FACTORS

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

PRIORITY: To create a **calm inclusive learning environment** where all learners **have positive relationships** and **experience high quality learning** delivered through a **broad curriculum offer with a strong pupil voice.**

Confident Individuals Successful Learners Effective Contributors Responsible Citizens

(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: 2024-2025

COURAGE RELATIONSHIPS VALUES RELEVANCE

CONTEXT
& FACTORS

PRIORITY: To create a **calm inclusive learning environment** where all learners **have positive relationships** and **experience high quality learning** delivered through a **broad curriculum offer with a strong pupil voice**.



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

SCHOOL (LEARNERS)

Learner Walks shows almost all lessons are good.

Jotter Review's shows mainly satisfactory achievement and attainment.

Pupil Voice feedback notes that they would like their experiences in school to be more relevant to their lives, own personal targets and interests.

Data shows writing attainment is rising due to Talk for Writing and numeracy has the lowest level of attainment.

'Satisfactory' Outcome – HMI Visit 2019/2020

[SOR 23_24 LETHAM.pdf](#)



STANDARDS AND QUALITY REPORT

[SOR 23_24 RIVERSIDE.pdf](#)

LOCAL AUTHORITY & CLUSTER

CLUSTER

Learning, Teaching and Assessment (Good+ for 2.3)
RIC Learning, Teaching and Assessment Toolkit
Cluster HT Ongoing Self Evaluation
HT QA in other cluster school
Quality Assurance Equity Thematic Review by Middle Leaders
Cluster Moderation – Data Driven

West Lothian Health and Wellbeing Priorities
West Lothian BIG Attainment Data & Identified Gaps/Trends West Lothian Raising Attainment Strategy - Raising attainment, including closing the gap
West Lothian Literacy and Numeracy Priorities
West Lothian Equity Team & Pupil Equity Funding
West Lothian Curriculum Design Approach
West Lothian Moving Forward in Your Learning Guidance (MFiL); Themes 1 & 2: Learning & Engagement Quality of Teaching and themes
West Lothian 3 & 4: Effective use of Assessment Planning, Tracking and Monitoring
Raising attainment, including closing the gap
West Lothian Raising Attainment Strategy 2023-28

NATIONAL

Getting it Right for Every child (GIRFEC)
Curriculum for Excellence Refresh UNCRC
Putting Learners at the Centre: Towards a Future Vision for Scottish Education, The Ken Muir report, March 2022.
Realising the Ambition
Achieving Excellence and Equity 2022: National Improvement Framework and Improvement Plan
All Learners in Scotland Matter - The National Discussion Report
Developing Scotland's Young Workforce Teaching Learning and Assessment Moderation Cycle (Education Scotland)
GTCS professional standards and professional update 2021
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.



VISION & VALUES

PRIORITY: To create a **calm inclusive learning environment** where all learners **have positive relationships** and **experience high quality learning** delivered through a **broad curriculum offer with a strong pupil voice**.



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

SCHOOL VISION

To build a **Craigshill Community** with a **strong sense of identity**, where we are all **proud of our achievements**.

SCHOOL VALUES

Belonging
Kindness
Respect
Creativity



CURRICULUM RATIONALE

The Craigshill Curriculum is adaptive and reflects the needs of the learners. We ensure that we connect and feed the Roots of our learners through nurturing positive relationships. The curriculum is skills based and knowledge rich; we cover less because we believe that our children should have the opportunity to study the curriculum in greater depth. We want our children to produce exceptional outcomes whilst developing their independence, resilience, curiosity and creativity. We want our learners to have the attributes to be life long learners. We want them to be confident individuals, who are responsible citizens and effective contributors that leads to successful learners.

Our priority aim is to ensure that our curriculum aligns with the vision values and aims of our school community.

We will ensure that approaches to learning, teaching and assessment are strengthened through the development of our curriculum.

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



SUPPORTING DATA

PRIORITY: To create a **calm inclusive learning environment** where all learners **have positive relationships** and **experience high quality learning** delivered through a **broad curriculum offer with a strong pupil voice**.



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

DATA ANALYSIS STATEMENT:

We need to consolidate the Positive Relationship Policy and develop the Positive Relationship teacher role and draw up an Anti Bullying Charter

We need to ensure all jotters show good achievement and attainment.

We need to ensure all class visits show children are achieving through differentiation, pace and challenge and with all children thinking.

We need to increase the opportunity for pupil voice and for the curriculum to be tailored to our unique Craigshill context and individual children's needs.

We need to consolidate data and interventions systems and set targets for each year group in response to the identified gaps.

TRIANGULATING SOURCES:

PEOPLE'S VIEWS

DIRECT OBSERVATION

QUANTITATIVE DATA

Community Group - staff parents and pupils

Observation on policy in practice

Staff and Pupil Feedback

Teaching staff

Staff Jotter Review

Attainment Data

SLT

SLT Learning Walks

Attainment Data

Curriculum review INSET

Pupil Feedback

Pupil Data on IDL Choice

Teaching staff

Data Moderation

Attainment Data

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



ACTIONS & INDICATORS

PRIORITY: To create a **calm inclusive learning environment** where all learners **have positive relationships** and **experience high quality learning** delivered through a **broad curriculum offer with a strong pupil voice**.
QA 2.3 Differentiation



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 ACTIONS:

Implement Inclusive Classroom Checklist and consolidate school values.

Consolidate Positive Relationship Policy and Positive Relationship Teacher role and implement Anti Bullying Charter.


Implement Pedagogy Toolkit with a focus on differentiation, pace and challenge.

Draw up Curriculum Rationale and implement Craigshill Curriculum Practitioner Enquiry.


Increase opportunities for pupil voice and the curriculum to be tailored to our unique context and the needs of individual learners.

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


PLANNED ACTIONS:

1 All staff complete the Classroom Checklist and embed School Values in class, school, playground and the community.  Class Teacher
Aug/Sept

2 Positive Relationship Week held Aug and Feb with 'Know Me to teach Me' and Trusted Adult focus. Identified pupils with PRT for twice weekly support. Anti Bully Week Nov 11-17th with a focus on Anti Bullying Charter  Teaching Staff
Aug/Sept

3 Fifteen minute bitesize updates (differentiation/Pace/Challenge) at staff meetings prior to Learning Walks  SLT
Monthly

4 Inset Day 12.8.24 - Curriculum Rationale/ Explore Sharepoint and Toolkit. Practitioner Enquiry session CAT 27.8.24  SLT UofS
Aug/Sept

5 Identify and develop potential partnerships to enhance our curriculum offer through introduction of a new project Based Learning (PBL) approach to TDL  Teaching Staff
Dec

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

SUCCESS/IMPACT INDICATOR:

All children aware of Classroom Checklist and how this support our school value of 'belonging'. All children know the values and the majority explain them.

All children and their parents can explain the 4 R's from the Positive Relationship Policy and the schools strategy to support Anti Bullying.

Learning Walks show all lessons are good including Hi5 and Re-Connect Groups.

The Craigshill Curriculum meets the needs of all learners through a strong pupil voice.

An increased number of learners will report that they have more personalisation, choice and engagement in their learning.

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

RAG:



REVIEW
SUCCESS

ACTIONS
& INDICATORS

PRIORITY: To create a **calm inclusive learning environment** where all learners have **positive relationships** and **experience high quality learning** delivered through a **broad curriculum offer with a strong pupil voice**.
QA 2.3 Differentiation and QA 3.1 Attainment

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 ACTIONS:

Accessibility Digital Tools into classroom practice

Implement the Anti-bullying and the Equity and Diversity Charter with a focus on Racism

Increase staff knowledge of Building Thinking Classrooms and begin to draw up a Craigshill Maths Strategy

Embed the Craigshill Curriculum Practitioner Enquiry.

Implement GlobalBridge to support learners to showcase their wider achievements

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

PLANNED ACTIONS:

6 Digital skills evaluation 30.1.25
Staff training 11.3.25



AR and SG
March 25

7 Introduce Anti-Bullying Ambassadors and regular updates in assembly



SLT
Jan/Feb/Mar
ch

8 4A for Craigshill Maths Strategy. 30.1.25
Maths Working Group 4.2.25
Building Thinking Classrooms Inset 17.2.25 AM
Craigshill Maths Strategy 27.2.25



SS and AR
Feb, March

9 Practitioner Enquiry session CAT 14.1.25



Teaching Staff

10 AR SG to complete pilot and draft implementation plan 4.2.25



AR and SG
March

SUCCESS/IMPACT INDICATOR:

An increased number of learners will report that they feel successful due to using the accessibility digital tools and can show this within their jotters.

All children confidently explain the anti-bullying charter and demonstrate a clear understanding of racism and its negative impact on learners

All staff have observed or had the Building Thinking Classroom modelled to them and feel confident in implementing key elements of this approach within their own teaching

An increased number of learners will report having more personalization, choice, and engagement in their learning

An increased number of learners will share their wider achievements, allowing staff to gain a more detailed and comprehensive understanding of each learner's strengths, interests, and personal growth

RAG:



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

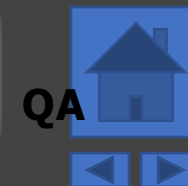
CLEARLY DEFINED MEASURE OF SUCCESS.
ENSURE LEARNER VOICE IS REPRESENTED WITHIN MEASURES.

REVIEW
SUCCESS



ACTIONS & INDICATORS

PRIORITY: To create a **calm inclusive learning environment** where all learners have **positive relationships** and **experience high quality learning** delivered through a **broad curriculum offer with a strong pupil voice**.
2.3 Differentiation and QA 3.1 Attainment



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 ACTIONS:

Extend the use of Accessibility Digital Tools in classroom practice

Draw up a P7 attendance plan with current P6 pupils

Increase staff knowledge of Building Thinking Classrooms and begin to draw up a Craigshill Maths Strategy

Share the outcomes of individuals Craigshill Curriculum Practitioner Enquiry.

Implement GlobalBridge to support learners to showcase their wider achievements

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

PLANNED ACTIONS:

11 Jotter Moderation session to share Accessibility tools 5.6.25  **AR and SG**
June

12 P7 workshop with SLT on attendance issues and pupil voice for master classes  **AD and SH**
June

13 SS AR to model lessons for all staff  **SS and AR**
June

14 Practitioner Enquiry session CAT 22.4.25 Inset Day 6.5.25  **All staff**
June

15 AR SG to complete pilot and draft implementation plan for 25-26  **AR and SG**
June

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

SUCCESS/IMPACT INDICATOR:

An increased number of learners will report that they feel successful due to using the accessibility digital tools and can show this within their jotters.

Letham and Riverside attendance data both above 90%

All staff have observed or had the Building Thinking Classroom modelled to them and feel confident in implementing key elements of this approach within their own teaching

An increased number of learners will report having more personalization, choice, and engagement in their learning

An increased number of learners will share their wider achievements, allowing staff to gain a more detailed and comprehensive understanding of each learner's strengths, interests, and personal growth

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

RAG:



REVIEW
SUCCESS



A CURRICULUM for EXCELLENCE

PRIORITY: To create a **calm inclusive learning environment** where all learners **have positive relationships** and **experience high quality learning** delivered through a **broad curriculum offer with a strong pupil voice**.



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

LEARNERS:

1,2,3,4,5	Enthusiasm and motivation for learning
1,2,3,4,5	Determination to reach high standards of achievement
3,4	Openness to new thinking and ideas
3,4	Use literacy, communication and numeracy skills
4,5	Use technology for learning
4,5	Think creatively and independently
4,5	Learn independently and as part of a group
4,5	Make reasoned evaluations
3,4,5	Link and apply different kinds of learning in new situations

INDIVIDUALS:

1,2	Self-respect
1,2	A sense of physical, mental and emotional well-being
1,2	Secure values and beliefs
1,2,4,5	Ambition
1,2	Relate to others and manage themselves
2,4,5	Pursue a healthy and active lifestyle
1,2	Be self-aware
1,2,5	Develop and communicate their own beliefs and view of the world
5	Assess risk and make informed decisions
4,5	Achieve success in different areas of activity

CITIZENS:

1,2	Respect for others
1,2	Commitment to participate responsibly in political, economic, social and cultural life
4,5	Develop knowledge and understanding of the world and Scotland's place in it
1,2	Understand different beliefs and cultures
5	Make informed choices and decisions
4,5	Evaluate environmental, scientific and technological issues
4,5	Develop informed, ethical views of complex issues
4,5	Make reasoned evaluations

CONTRIBUTORS:

4,5	An enterprising attitude
2	Resilience
2	Self-reliance
4,5	Communication in different ways and in different settings
4,5	Work in partnership and in teams
4,5	Take the initiative and lead
4,5	Apply critical thinking in new contexts
4,5	Create and develop
8,3,4,5	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)



QUALITY INDICATORS

PRIORITY: To create a **calm inclusive learning environment** where all learners **have positive relationships** and **experience high quality learning** delivered through a **broad curriculum offer with a strong pupil voice.**



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

1.3 Leadership of change

1,2

Developing a shared vision, values and aims relevant to the school and its community

3

Strategic planning for continuous improvement

4,5

Implementing improvement and change

2.2 Curriculum

4,5

Rationale and design

4,5

Development of the curriculum

4,5

Learning pathways

4,5

Skills for learning, life and work

2.3 Learning, teaching and assessment

3

Learning and engagement

3

Quality of teaching

3

Effective use of assessment

3

Planning, tracking and monitoring

3.1 Ensuring wellbeing, equality and inclusion

1,2

Wellbeing

1,2

Fulfilment of statutory duties

1,2

Inclusion and equality

3.2 Raising attainment and achievement

3

Attainment in literacy and numeracy

3

Attainment over time

3

Overall quality of learners' achievement

3

Equity for all learners

DETAIL ANY OTHER FOCUS QUALITY INDICATOR:

1.1 Self Evaluation for Self Improvement
2.3 Differentiation
3.1 Attainment



SCHOOL SELF EVALUATION SUMMARY

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



SCHOOL IMPROVEMENT PRIORITY



Letham and Riverside Primary School

NATIONAL IMPROVEMENT FRAMEWORK

PRIORITY: To create a **calm inclusive learning environment** where all learners **have positive relationships** and **experience high quality learning** delivered through a **broad curriculum offer with a strong pupil voice**.



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



SCHOOL AND
ELC IMPROVEMENT



SCHOOL AND
ELC LEADERSHIP



TEACHER AND
PRACTITIONER
PROFESSIONALISM



PARENTAL
ENGAGEMENT



CURRICULUM AND
ASSESSMENT



PERFORMANCE
INFORMATION

Placing the human rights and needs of every child and young person at the centre of education

THROUGH

Improvement in all children and young people's health and wellbeing

THROUGH

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

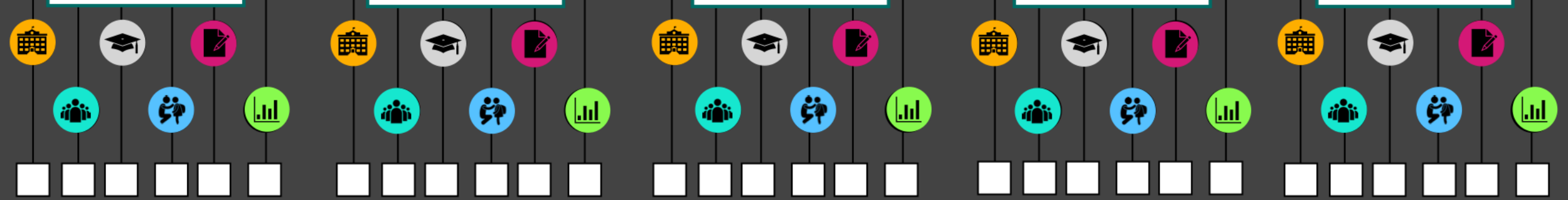
THROUGH

Improvement in attainment, particularly in numeracy and literacy

THROUGH

Closing the attainment gap between the most and least disadvantaged children and young people

THROUGH



(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: 2024-2025



BIGGER PICTURE

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



YEAR2

Continue to develop the new Craigshill Primary Curriculum.

Review Literacy Strategy for Literacy Attainment for the new Craigshill Primary.

Develop Early Level Literacy Progression Toolkit to incorporate phonological and phonemic awareness.

Develop Building Racial Literacy Guidance.

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

Work towards achieving gold UNCRC accreditation.

YEAR3

Develop meta skills assessment framework.

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

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.

YEAR4

Develop rubrics to involve pupils in self assessing and being coached through their progress within meta skills

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

(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 [2024-25 ELC Action Plan.pdf](#) to view our ELC Action 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 approaches and interventions to improve literacy, numeracy and health and wellbeing.

Please follow this link  to view our PEF Summary and find out more about our use of funding.