

Kirknewton Primary School SCHOOL IMPROVEMENT PLAN

2025 / 2026



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Values

Factors Influencing the Improvement Plan

School Factors

Addressing Action Points identified in school's Self Evaluation procedures
Cluster Improvement Priorities
Equity Priorities

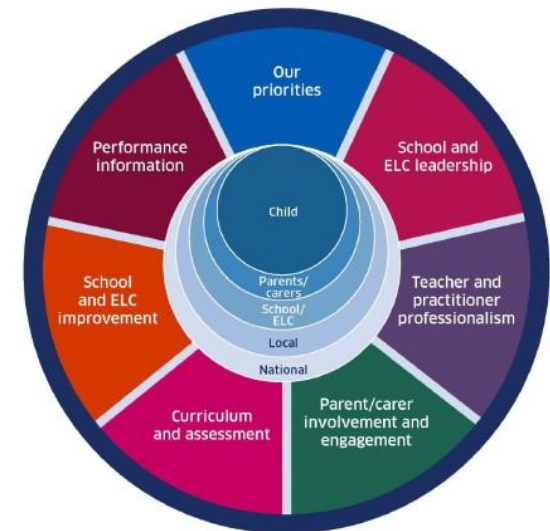
Local Authority Factors

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



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Vision Statement:

At Kirknewton Primary School and Nursery we ensure everyone learns, grows and succeeds within a nurturing and safe environment.

Our shared values – we are all STARS:

Success

Teamwork

Autonomy

Resilience

Skills

Our school and nursery aims are:

- For every learner to experience **success** and reach their full potential.
- To build trust and respect across our school community by working effectively as part of a **team**.
- To empower learners to be creative, and lead learning, by embracing **autonomous** learning opportunities.
- To enable learners to build resilience we promote a positive growth mind-set.
- To ensure opportunities to develop and apply skills for lifelong learning.

Curriculum Rationale

Please visit: <https://kirknewtonprimary.westlothian.org.uk/article/17988/School-Documents>

Contextual Data Analysis and Rationale for 2024/25 School Improvement Plan

Background

The school moves between 7 and 8 classes, depending on the P1 intake. The Head Teacher was appointed in May 2025. The permanent Principal Teacher was appointed in April 2019, going part-time in the April of 2023. An Acting Principal Teacher was appointed in 2022, with responsibility of ensuring progress for our most vulnerable learners. This role ends in June 2025, with a new Acting Principal Teacher appointed to take on the role for 3 days per week. This year we have 10 who deliver class teaching, non-contact time and support for learning. One of the class teachers is a probationer. We have 2 Pupil Support Workers, and an Early Years Practitioner. The school has a nursery which offers full day or part day provision, and is open for 50 weeks of the year. Our families are now able to buy additional hours. The nursery is line managed by a Principal Teacher and Early Years Area Support Manager.



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Data

Our 2024 - 2025 shows that combined attainment across P1 – P7 indicates that most learners (between 75% and 90%) are on track at all stages of the school and within all curriculum areas. Our current cohort data tells us that by the end of P1, most (80%) of learners attained early level for combined literacy. Within Numeracy, almost all (90%) learners achieved early level. Our Scottish National Standardised Assessments (SNSA) reflected this picture. By the end of P4, almost all learners (90% and 94%) learners attained first level for combined literacy. Within Numeracy, almost all (80% and 83%) learners achieved first level. Our Scottish National Standardised Assessments (SNSA) reflected this picture within numeracy. However, anomalies were present within literacy. By the end of P7, almost all (84% and 81%) of learners attained second level for combined literacy. Within numeracy, almost all (84% and 100%) of learners achieved second level. Our Scottish National Standardised Assessments (SNSA) reflected this picture within writing. However, anomalies were present within numeracy and reading.

Gaps have been identified within the current (24/25 cohorts) within P3 and P5 within literacy, and within P5 within numeracy, which will influence our Pupil Support Worker allocations, interventions and the direction of school improvement priorities this session.

Our analysis of data informs us that it is mostly our Q3 and Q4 learners who do not attain the expected level with the Curriculum for Excellence. Girls out-perform boys, within P1 – P3, for literacy with the girls in P6 outperforming boys in both literacy and numeracy. Boys outperform girls within both literacy and numeracy in P4. Gender analysis of attainment will continue to be a focus of excellence and equity meetings.

Our pupils continue to self-report with confidence across the Health and Wellbeing Indicators. Almost all (90+) of our children report green, across most indicators. We have observed anomalies in P2 where most children reported as Green but a significant minority (11 – 23%) reported as Amber/Red across Safe, Achieving and Respected. Another cohort who showed anomalies were P5 where most children reported as Green but a significant minority (23%) reported as Amber or Red across Nurturing, Respected and Included. Children who self-report as red against an indicator are well supported through the One Trusted Adult Approach. Respected, Nurtured and Included become a focus of our school improvement plan this session.

Engagement across the school remains high, within all areas of the curriculum, and the wider life of the school, evidenced through our regular learner conversations and through the use of our Wider Achievement Padlet.

What are our universal priorities and what is our 'gap'? Who are our target groups and their barriers to learning?

Our universal priorities will focus on ensuring equity for all learners through the development of a school wide approach to differentiation. We will focus on raising attainment within literacy by improving our approaches to the teaching of phonics and spelling across the school and examining the resourcing of literacy teaching across the school. The target group will be P3 and P5 for literacy, along with P4 and P5 for numeracy.

What are our targeted priorities and what is our 'gap'? Who are our target groups and their barriers to learning?

To close our attainment gap, we will continue to focus on the Literacy and Numeracy skills of our pupils who are experiencing inequality with direct support delivered by class teachers and pupil support staff in core literacy and numeracy skills. Those classes with high numbers of pupils experiencing barriers to their learning will benefit from additional Pupils Support Work time to focus on targeted interventions with individual pupils and groups. Our Q3 learners in P2 and P5 will be targeted due to both being off track in literacy and numeracy

Kirknewton Primary School - School Improvement Planning for Ensuring Excellence and Equity				
School priorities linked to knowledge and data as identified on previous page.	NIF Driver HIGHLIGHT IN YELLOW	Proposed actions	Timescale	Measures of Success
		How will an Agile approach to strengthening the 4 capacities to support all learners? How will you support student and staff HWB? How will this reflect the UNCRC (areas within the UNCRC toolkit)?		How will you baseline where you are in order to measure next steps and impact? Regularly review and analyse data from your measures.



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Placing the human rights and needs of every child and young person at the centre of education.		How will this reflect learners at the centre?		
<p>Improvement in all children and young people's wellbeing:</p> <p>Improve learner's learning and experiences of health and wellbeing through a well-planned curriculum offer.</p> <p>Build a sustainable solution to support Health and Wellbeing across the school.</p>	<p>☑School and ELC Improvement.</p> <p>☑School and ELC Leadership</p> <p>☑Teacher and Practitioner Professionalism</p> <p>☑Parental Engagement</p> <p>☑Curriculum and Assessment</p> <p>☑Performance Information</p>	<ul style="list-style-type: none"> • Achieve gold Rights Respect Schools accreditation (UNCRC) • Develop a consistent approach to inclusive environments and practices across the school, with a focus on mental health and wellbeing, and supporting additional support needs. • Staff to continue to develop Health and Wellbeing planners across each different stage • Create a ASN pathway and support materials for staff, parents and carers • Staff to trial Health and Wellbeing Planners and improve where required • Embed outdoor learning to support interdisciplinary learning and health and wellbeing. 	<p>By December 2025</p> <p>Ongoing session 25/26</p> <p>Ongoing session 25/26</p> <p>By October 2025</p>	<ul style="list-style-type: none"> • Almost all pupils will be able to speak confidently about their Rights, how they are enacted in school and the role they play in making school decisions • We will receive Gold accreditation from RRS • All staff understand how to support mental health and wellbeing in our learners across the school • Staff and families understand our approach to supporting ASN in school, including universal and targeted supports • All staff will have a clear knowledge and understanding of our Wellbeing Curriculum. • Staff will confidently lead outdoor learning to enhance curricular experiences for pupils.
<p>Raising attainment for all, particularly in literacy and numeracy (universal):</p> <p>Improve support and challenge for all learners through embedded approaches to differentiation, formative assessment and lesson planning.</p> <p>Cluster approaches to learning, teaching and assessment within numeracy and maths will be consistent for all learners, leading to robust professional judgement.</p>	<p>☑School and ELC Improvement</p> <p>☑School and ELC Leadership</p> <p>☑Teacher and Practitioner Professionalism</p> <p>☑Parental Engagement</p> <p>☑Curriculum and Assessment</p> <p>☑Performance Information</p>	<ul style="list-style-type: none"> • Embed the four-part lesson plan across the curriculum • Embed formative assessment tool kit across the curriculum • Continue to develop differentiation across the school by embedding professional development of content and process and introducing production and environment • Create a whole school approach and tool kit to ensure consistency within differentiation • Continue to develop consistency in phonics and spelling across the school. • Embed use of reading comprehension and introduced the core reading targets, improving reading fluency and comprehension • Embed staff use of core reading targets and introduce the pupil friendly version • Work with West Calder cluster to develop consistency and continued progress with the use of Building Thinking Classrooms in numeracy 	<p>Ongoing session 25/26</p>	<ul style="list-style-type: none"> • Almost all practitioners are consistently four-part lesson plan structure in line with quality assurance processes • Almost all learners will be able to discuss our formative assessment toolkit and how it improves their learning • Almost all practitioners will be able to evidence a range of differentiation methods in curriculum planning and during quality assurance of lessons. • Almost all of our learners will feel supported in achieving learning outcomes through differentiated supports • Staff will agree a consistent approach to phonics and spelling across the school, and begin to use with learners • Almost all class teachers will confidently track reading fluency and comprehension, leading to more robust teacher judgements of attainment



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		<ul style="list-style-type: none"> Work with Balerno cluster to develop P7 to S1 transition by moderating achievement of a level in literacy and numeracy 		<ul style="list-style-type: none"> Almost all learners will know their reading targets and review them throughout the year Second level class teachers will participate in moderation opportunities to build confidence in achievement of a level in literacy and numeracy, leading to more robust judgements
Tackling the attainment gap between the most and least advantaged children (targeted): Improve approaches to learning, teaching and assessment to ensure all learners, despite barriers, reach their full potential.	<input checked="" type="checkbox"/> School and ELC Improvement <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information	<p><i>'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.</i></p> <p><i>Please follow this link https://kirknewtonprimary.westlothian.org.uk/article/17988/School-Documents to view our PEF Summary and find out more about our use of Pupil Equity Funding.'</i></p> <p>Continue to develop teacher knowledge and use of intervention data to impact on positive and relevant classroom experiences for PEF learners.</p>	Ongoing	Documented in PEF Plan
Improvement in employability skills and sustained, positive school leaver destinations for all young people: Improve learner's knowledge of themselves as a learner and what evidences success.	<input checked="" type="checkbox"/> School and ELC Improvement <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information	<ul style="list-style-type: none"> Continue to develop high expectations around learning environments and differentiation through environments (differentiation training) Continue to develop the tracking of wider achievements and planning for intervention through the new WLC trackers Embed high quality use of profiles in P4 – P7 and begin QI of Seesaw and My World of Work resources Ensure consistent approach to the use of digital technology – achieve digital schools re-accreditation (N-P7). Embed pupil led learning both indoors and outdoors 		<ul style="list-style-type: none"> Staff will understand the Circle Document and use it to audit environments in school Almost all practitioners will have a baseline measure of wider achievements that they will continue to track over the course of a school year Almost all of our learners will be able to access and update Seesaw/My World of Work with high quality work, linked to their targets Staff will engage with digital learning opportunities to embed the use of digital technology across the curriculum All children will have opportunities to led learning across the curriculum indoors and outdoors

All improvement priorities sit within driver diagrams which provide more detail.



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