West Lothian Council

Kirknewton Primary School
SCHOOL IMPROVEMENT PLAN

2026 / 2027



We are **KIRKIE!**

Kindness **I**nclusion **R**elationships **K**nowledge **I**ndependence **E**njoyment

Factors Influencing the Improvement Plan

School Factors

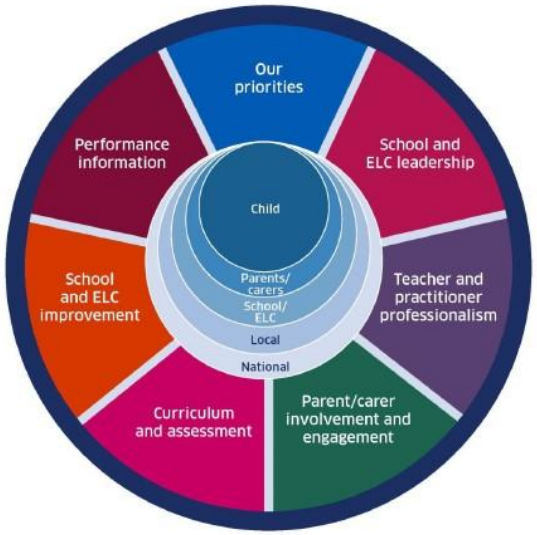
Addressing Action Points identified in school's Self Evaluation procedures
Cluster Improvement Priorities
Equity and PEF Priorities from equity self-evaluation materials 2026

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



Vision, Values and Aims

At Kirknewton Primary School we work in partnership with our school community to create a positive ethos and environment for effective learning and teaching. Within Curriculum for Excellence, all staff and pupils are expected to be proactive in promoting positive relationships and behaviour, in the classroom, playground and wider community.

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 **KIRKIE!**
Kindness
Inclusion
Relationships
Knowledge
Independence
Enjoyment

Our School and Nursery Aims

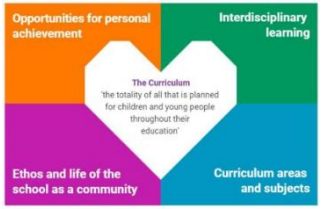
We aim to create a nurturing and **inclusive** environment where positive **relationships** are at the heart of our community, **kindness** is shown by all, and every child is supported to **enjoy** learning, develop **independence**, and build the **knowledge** they need to thrive.

Curriculum Rationale

We believe that education should do more than deliver knowledge; it should develop character, nurture wellbeing, and inspire lifelong curiosity. The foundation of our curriculum is strong wellbeing and positive relationships—when children feel safe, valued and connected, all other learning can flourish. Our curriculum places children's rights at its centre, guided by the principles of the UNCRC, empowering learners with voice, choice and autonomy, underpinned by our values of kindness, strong relationships, autonomy and resilience. We are committed to providing a curriculum that is inclusive, equitable and ambitious for all, ensuring every child feels respected and supported to succeed; through strong family and community links, we create meaningful learning experiences connected to our local context and the wider world. Through high-quality learning across the four contexts for learning, we support children to become successful learners, confident individuals, responsible citizens and effective contributors. Our approach, including outdoor experiences and a strong focus on wellbeing, develops the skills, knowledge and dispositions needed for life, fostering confidence, resilience and independence so every learner can thrive now and in the future.







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

a. Background

Kirknewton Primary School is a welcoming, non-denominational school established in 1924 and located in a rural village on the outskirts of Livingston. Our secondary catchment school is Balerno Community High School in Edinburgh which provides us in a unique position of working closely with two learning communities in two authorities. The school roll has increased during session 2025/26 and currently stands at 202 learners, including 42 children in the nursery. The school comprises seven classes, including one composite class (P3/4). Going into session 2026/27 we will remain at 7 classes, with one composite class (P4/5).

The Head Teacher took up post in May 2025 and is supported by a longstanding Principal Teacher and an Acting Principal Teacher appointed in August 2025. Principal Teachers lead key areas including Support for Learning, Pupil Equity Funding (PEF) and Nursery. The staffing complement includes 12 teachers, supported by Pupil Support Workers and Early Years Practitioners. The nursery operates for 50 weeks of the year, offering flexible session options to families, and is staffed by a skilled and experienced early years team.

We are strongly committed to the principles of GIRFEC and the wellbeing of our learners is central to all aspects of school life. There is a strong focus on inclusion, trauma-sensitive practice and positive relationships. We work closely with parents and families and benefit from an active Parent Council and PSA. Staff work collaboratively and engage effectively in self-evaluation, professional learning and practitioner enquiry to ensure continuous improvement and positive outcomes for all learners.

B. Data to identify the universal (SIP) and targeted (PEF) support

Our data this session shows that, in all aspects of literacy, numeracy and maths, almost all of pupils by the end of P1 attained the appropriate CfE levels. In P4, almost all pupils are on or above the appropriate level in literacy and in numeracy and maths. In P7, 85% of learners are also on or above track to achieve or exceed national expectations in literacy, and 85% are on or above in numeracy and maths. In terms of the Scottish Index of Multiple Deprivation (SIMD), we have five quintile 1 children, with almost all other pupils at quintile 3 or above. Overall, from P1 to P7, 11% of pupils (7) are not currently on track in literacy and 5% (3) in numeracy.

Wellbeing – daily check-ins are in line with the termly Health and Wellbeing questionnaires and these show that 89% of learners from P1 to P7 self-report as green across almost all of the Wellbeing Indicators. (Breakdown of each indicator: Safe 87%, Healthy 92%, Achieving 87%, Nurtured 92%, Active 92%, Respected 83%, Responsible 88%, Included 91%).

Any other relevant data to your school context –Attendance levels are above the West Lothian average (95.35%), and we have had no exclusions.

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

For most children who are not yet achieving expected levels in literacy or numeracy, this is linked to a diagnosis of dyslexia or another identified additional support need. We will continue to prioritise targeted interventions, supported by outreach partners where appropriate, to address barriers to learning associated with these needs.

We will also ensure that health and wellbeing is central to our improvement work, with a strong focus on creating inclusive experiences, interactions and environments that build confidence and self-esteem. We will continue to strengthen partnerships with the wider community to enhance learning opportunities across all contexts.

Across literacy and numeracy, staff will maintain a clear focus on providing appropriate challenge for learners achieving at or beyond expected national levels, while also ensuring effective support is in place for those not yet consistently achieving these levels.

d. What are our targeted priorities? - Identified PEF priorities informed by the above data (detail in PEF plan below)

Our target groups will remain focused on identified pupils who experience barriers to literacy. The Principal Teacher and Pupil Support Workers will deliver targeted health and wellbeing (HWB), literacy and numeracy interventions for learners with additional support needs. This will include support for learning, tailored interventions delivered in partnership with class teachers, and additional support through collaboration with outreach services where appropriate.

A key aspect of this support will be helping identified learners to develop regulation strategies, ensuring they are emotionally ready to learn and fully engage in their learning.

All interventions and approaches will be regularly reviewed and refined, with their impact carefully monitored to ensure they are effective in achieving improved engagement and accelerated progress.

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

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**	**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) Continue to develop our readiness for learning approaches to ensure learners understand their own wellbeing, and are able to understand their own self-regulation strategies and conditions that help them to learn best.	☐School and ELC Improvement. ☒School and ELC Leadership ☒Teacher and Practitioner Professionalism ☒Parental Engagement ☒Curriculum and Assessment ☒Performance Information	All staff to continue to develop our consistent approaches to environment using the Circle document in order to finalise a school standard document All staff and children to be familiar with and use our newly updated Positive Relationship Policy which was co-created last session. Continue to develop parent/carer and pupil awareness of the strong universal supports in school All staff to complete Trauma Informed Practice part 2 All children to be able to identify and engage with the One Trust Adult approach in school To develop a school system that is consistent in tracking pupil needs, interventions and impact	June 2027 June 2027 June 2027 February 2027 December 2027 June 2027	By May 2027 quality improvement activities will show increased consistency of environments across the school By June 2027 families will have had opportunities to learn more about our Positive Relationship Policy, what it looks like in practice and be familiar with our visuals and approaches. Almost all will rate improved understanding Through Article 12 meetings, most pupils will be able to identify supports available to all. Almost all families who attend meetings can identify our universal supports By February 2027 staff self-evaluations will show increased understanding of Trauma Informed Practices for all staff By December 2026 all children will be able to identify their trusted adults in school, know how they can contact them and why the One Trusted Adult approach is important By June 2027 staff feedback will show that all are confident in accessing and updating pupil data around need and interventions

				Through E&E meetings, almost all staff will use some of this data to inform judgements on achievement and next steps
Raising attainment for all children and young people through inclusive and impactful pedagogy, with a particular focus on Literacy and Numeracy Improved learners' experiences by securing greater consistency in high-quality learning, teaching and assessment, through the implementation of agreed visible practices and more effective use of data	☒School and ELC Improvement ☒School and ELC Leadership ☒Teacher and Practitioner Professionalism ☒Parental Engagement ☒Curriculum and Assessment ☒Performance Information	Develop a shared understanding of effective differentiation, support staff to plan for it and ensure it is evidenced and purposeful. Continue to develop our assessment calendar to ensure they are fit for purpose and produce data that can be used effectively to identify gaps and next steps Develop staff knowledge of different assessments and how the data can be interpreted Develop our Excellence and Equity meeting paperwork to incorporate more information around the 'whole' child including equity, ASN, attendance and attainment Develop a whole school progression to phonics and spelling	June 2027 June 2027 June 2027 June 2027 June 2027	Supported visits across the session will evidence differentiation in use across all classes. Differentiation will also be evident in planning. By June 2027 all staff will be able to identify which assessments happen across the year at each stage By June 2027 staff will report increased confidence in administered assessments and how they will use the data going forward By June 2027 almost all staff will be able to provide a range of data to support individual pupil conversations during E&E meetings By June 2027 almost all staff will be able to identify their stage approach to spelling and phonics, and where intervention may be needed By June 2027 almost all staff will be more confident in identifying progress in phonics and spelling
Tackling the attainment gap between the most and least advantaged children (targeted): Improve effectiveness of moderation and assessment practices to lead to evidence-based targeted supports for identified learners	☒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 (Kirknewton PS website) to view our PEF Summary and find out more about our use of Pupil Equity Funding.'*	May 2027	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	☒School and ELC Improvement ☒School and ELC Leadership ☒Teacher and Practitioner Professionalism ☒Parental Engagement	**How will an inclusive and impactful approach to pedagogy support curriculum development meeting the needs of all children and young people?**	June 2027	

Curriculum Improvement Cycle and show increased confidence in their understanding of curriculum making Improve effectiveness of gathering meaningful pupil voice to influence and develop inter-disciplinary learning in the classroom	☒Curriculum and Assessment ☒Performance Information	**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) Begin to develop our approach to gathering pupil voice to aid interdisciplinary planning, teaching and learning	June 2027	Almost all teachers demonstrate increased confidence in designing inclusive learning experiences Evidence from planning shows increased use of differentiation, adaptive teaching and responsive approaches. A clear, shared rationale for curriculum and pedagogy is developed and understood by all staff. Through moderation activities, pupil voice will be evident in planning, learning and teaching