West Lothian Council

St. Paul's PS
PRIMARY SCHOOL
SCHOOL IMPROVEMENT PLAN

2026 / 2027



Factors Influencing the Improvement Plan

School Factors

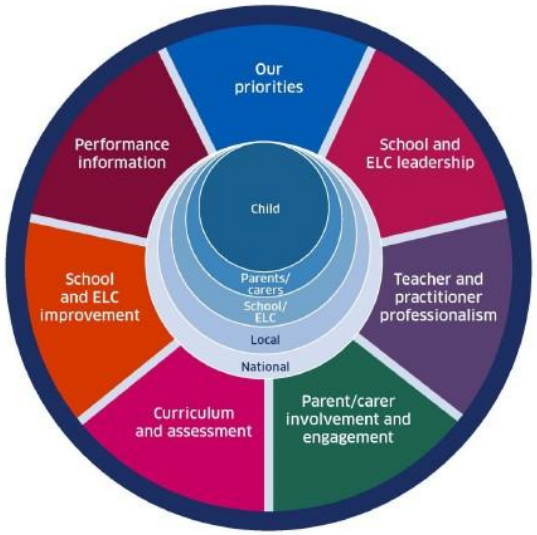
Addressing Action Points identified in school's Self Evaluation procedures
Cluster Improvement Priorities
Equity and PEF Priorities from equity self-evaluation materials 2026

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



Our Refreshed St. Paul's Values



Our Vision Statement

*'Inspiring our learners to reach their full potential: Guided by **Faith**, **Hope** and **Love**'*

Our Aims

At St. Paul's PS our aims are underpinned by the Gospel values of Faith, Hope and Love. We strive to ensure that we

- create a safe, nurturing and inclusive learning environment, where the unique gifts and talents of individuals are celebrated and where all children and staff can thrive and succeed.
- develop a learning provision that is meaningful, relevant and enjoyable, provides support and challenge and develops skills for life-long learning.
- promote a culture of positivity and resilience, where learning opportunities provide creativity, innovation and ambitious challenge.
- develop strong and effective partnership working with home, school, wider agencies and the local community to support and empower our learners.



Courage **Relationships** **Relevance** **Values**

Curriculum Rationale

Learning across the four contexts at St. Paul's PS

Opportunities for personal achievement

- St. Paul's superstars Awards
- Wider achievement walls
- House Captains
- School Houses and challenges
- Pope Francis Faith Awards
- St. Paul's Wall of Fame
- After School Clubs
- Engagement in national competitions/challenges
- Buddying Programme
- School Choir
- Pupil Council
- Pupil Voice Groups
- Shining Star Award
- Reading Awards
- Links to community events such as local Gala day
- Engagement in local authority events

Interdisciplinary Learning

- Smart Starts
- DYW Skills Development Framework
- Pupil Voice through learning experiences
- Learning for Sustainability – Laudato Si and Global Goals
- Engagement in Careers Fayre
- School Excursions
- Residential Experience
- Agile Learning Culture
- Digital Schools approaches embedded
- Home Learning Opportunities
- Play Pedagogy
- STEM
- Woodworking Project (links with WLCollege)
- Themed weeks of learning across the year – Maths Week

The Curriculum
'the totality of all that is planned for children and young people throughout their education'

Ethos and life of the school as a community

- School Values
- Whole school Assemblies
- One Trusted Adult Approach
- Pupil Voice Opportunities
- After school Club opportunities
- School Mass and Sacramental Programme
- Fundraising and Charitable events
- Whole school nurturing approaches
- GIRFEC embedded
- CPM/IEP/ASP to support pupils wellbeing and learning
- Buddy programme across classes
- Class assemblies
- Sharing the learning events
- Rights Respecting Schools
- Transition programme
- Community engagement with local gala day

Curriculum areas and subjects

- Responsive Planning
- PM writing and Assessment Framework
- Number Talks and CPA Approaches
- Reciprocal Reading Approaches
- L2 – Spanish while school
- L3 – French P5-7
- This is Our Faith
- 2 hours P.E. per class
- Support for Learning Approaches
- Termly Excellence and Equity Meetings
- PEF plan to support targeted interventions
- Nurturing Schools Approaches
- Emotion Works/Zones of regulation Programme
- Digital Schools/Digitally

Realising the ambition: Being Me
National practice guidance for early years in Scotland

Courage **Relationships** **Relevance** **Values**

Contextual Data Analysis and Rationale for 2026/27 School Improvement Plan (maximum one side A4)

Background

At. St. Paul's the Head Teacher, alongside the Principal Teacher, lead the school and nursery in setting high expectations and developing core features of our improvement work. There is a continued focus on developing positive relationships and supporting families across the school community with a relentless effort on inclusion and supporting our most vulnerable through a child centred approach. Our school has continued to ensure continuous improvement for all learners, engaging in on going self-evaluation activities with staff, parents, pupils and partners. The school benefits from a strong staff team who contribute positively to whole school improvement and share a clear vision for continuous improvement. This session we will maintain our commitment to raising attainment at all levels and develop our refreshed learning provision to ensure we meet the needs of all learners. St. Paul's Primary sits within an area of significant growth within East Calder. In the coming session, the school will maintain an 8-class structure. With the increase in school role across the early level this year, the school will introduce a number of composite classes from P1 to P5, with single stage classes at P1, P6 and P7. The Nursery Class is a 50-week year provision and currently has 46 children enrolled. The school has recently benefitted from an extension with a new nursery and a full refurbishment of the original school building. Due to the expansive house building in East Calder the school roll continues to rise steadily. St Paul's Primary School is at the heart of the community and has strong links with the cluster schools and with the feeder secondary school, St Margaret's Academy.

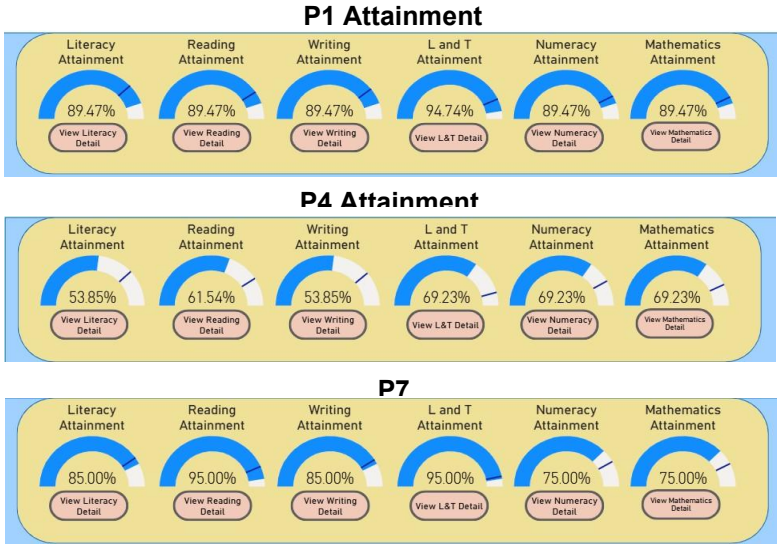
Data to identify the universal and targeted school Improvement Plan Priorities (SIP)

Across the school the majority to most of our children are on track or above track in their learning.

- In P1 the majority of our pupils achieved early level in Literacy and in Numeracy.
- In P2 the majority pupils are on track to achieve first level in Literacy and almost all in Numeracy.
- In P3 the majority of pupils are on track to achieve first level in Literacy and Numeracy.
- In P4 most of our pupils have achieved first level in Literacy and Numeracy.
- In P5 the majority our pupils are on track to achieve second level in Literacy and most in Numeracy.
- In P6 most of our pupils are on track to achieve second level in Literacy and Numeracy.
- In P7 almost all of our pupils have achieved second level in Literacy and most in Numeracy.

Our analysis of data along with our local authority 'Validated-Self Evaluation' process has supported us to identify key improvement priorities for next session. We will continue to strengthen inclusive practice, enhancing assessment and improving tracking to raise attainment and achievement. We will continue to develop effective approaches to differentiation to meet learners' needs and ensure success for all. There will be a sustained focus on embedding high-quality formative assessment and feedback in writing, enabling children to confidently identify next steps and evidence progress. Opportunities for meaningful pupil leadership will be further embedded across the school. Tracking of progress in literacy and numeracy will be strengthened, alongside the development of consistent approaches to monitoring skills, progress and achievement across the wider curriculum. In addition, the school will further develop tracking of wider achievements through a skills for life framework to ensure timely support for children at risk of missing out.

Assessment Data P1, P4, P7: 2025-2026



Our attainment gaps are influenced by the following main factors: Children's additional support needs, deprivation and hidden poverty. This is impacting on children's regulation and ability to successfully engage in learning. Our attainment gap is more prevalent with learners residing within Q2 and those whose home address does not yet have a quintile value assigned. There is no evidence to indicate any attainment barrier linked to gender. The number of children across the school with an identified ASN has continued to rise this session. Interventions and supports are being carefully planned to target specific groups across the school. Small group focussed interventions have demonstrated the most value added and will therefore continue into the next session. With continued funding, we will continue to develop our nurture provision next session. School attendance figure 94% which is higher than the local authority average. We have no exclusions this session and pupils report very positively across all Health and wellbeing indicators.

What are our improvement priorities?

Anywhere 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 Continue to support learners to understand and take an active role in their own wellbeing, developing strategies to self-regulate and encouraging meaningful engagement and participation in building positive relationships with peers, families and partners across the school community.	☐School and ELC Improvement. ☒School and ELC Leadership ☒Teacher and Practitioner Professionalism ☒Parental Engagement ☒Curriculum and Assessment ☒Performance Information	• To develop a bereavement, loss and grief support framework for staff and families • To review the schools approaches to supporting pupil lateness and attendance and work with WLC to develop understanding of current processes and the refreshed local authority guidance • To further develop and embed GIRFEC approaches across the school staff in order to more effectively support the needs of our pupils • To develop parental engagement opportunities with a focus on supporting children and families with ASN. • To further develop the capacity of staff knowledge and understanding children's social,emotional and behavioural needs	Dec 26 Feb 26 On going April 26 On going	• Feedback from Parents and Families • Attendance figures will rise across the school year • Class teachers will feel more confident in the completion of GIRFEC paperwork, how and where to access this (WLCFM) • Parents and carers will feel more included by developing them more actively in the life of the school.(Feedback questionnaire) • Interventions planned will be in line with the Boxall questionnaire assessment. Children with social, emotional, behavioural challenges will demonstrate increased engagement in learning.
Raising attainment for all children and young people through inclusive and impactful pedagogy, with a particular focus on Literacy and Numeracy Continue to develop learner engagement in creative teaching approaches with a focus on Numeracy and Writing. Continue to develop systems in school which evidence the progress and achievements of all learners.	☒School and ELC Improvement ☒School and ELC Leadership ☒Teacher and Practitioner Professionalism ☒Parental Engagement ☒Curriculum and Assessment ☒Performance Information	• To embed the refreshed LTA and writing framework • To review approaches to teaching phonics to align with the new WL framework • To continue building capacity in developing creative approaches to the teaching of Numeracy: BTC and becoming a problem solving school • To begin to track pupil progress in wider curricular areas: science and social subjects • To develop current profiling systems to include recognition of wider achievement across the school • To develop a more robust process to better evidence the progress of learning at particular stages of the school.	On Going Feb 2027 April 2027 On going May 2027 May 2027	**Literacy** - Improved writing attainment, (P1, P4 and P7 Achievement of a Level and P2, P3, P5 and P6 on track with learning). - Children's feedback on reading and writing experiences, (Pupil Learning conversations). - - Tracked progress through IDL assessment information **Numeracy** - Staff confidence in the use of BTC practices, (Practitioners and SMT Readiness Questionnaires). - Children's view of themselves as a learner in mathematics, (Myself as a Learner in Maths). - Tracked progress through IDL assessment information

Tackling the attainment gap between the most and least advantaged children (targeted): Through carefully planned and timed interventions and supports detailed within the PEF plan.	☒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 (**INSERT HYPERLINK)** to view our PEF Summary and find out more about our use of Pupil Equity Funding.'*		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 Curriculum Improvement Cycle and show increased confidence in their understanding of curriculum making** **(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	**How will an inclusive and impactful approach to pedagogy support curriculum development meeting the needs of all children and young people?** **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)		How will you baseline where you are in order to measure next steps and impact? Regularly review and analyse data from your measures.