ST PAUL'S PRIMARY SCHOOL
SCHOOL IMPROVEMENT PLAN

2025 / 2026

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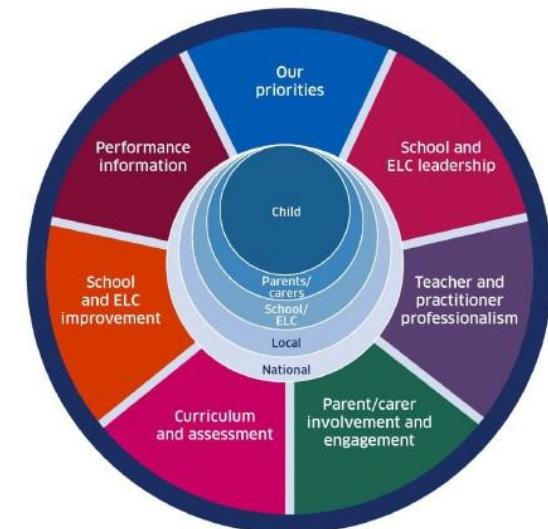
Courage   **Relationships**   **Relevance**   **Values**

Our Values

- Kindness
- Respect
- Responsibility
- Perseverance
- Resilience

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

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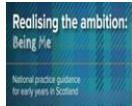
Learning across the four contexts at St. Paul's PS

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

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Contextual Data Analysis and Rationale for 2025/26 School Improvement Plan

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. St. Paul's Primary sits within an area of significant growth within East Calder. In the coming session, the school will maintain a 8 class structure this session. Last session, the school benefited from extension works include a new purpose built ELC, new office spaces and significant interior refurbishment works. With such significant change, we will refresh the vision, values and aims of the school and the curriculum rationale. 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.

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

Assessment Data: P1, P4, P7 2024-2025

Literacy and Numeracy Attainment				
	P1	P4	P7	Combined
Reading	70.83%	76.67%	95.45%	81%
Writing	70.83%	66.67%	90.91%	76%
Listening and Talking	75%	83.33%	95.45%	84.5%
Numeracy	75%	70%	86.36%	77%
Maths	79.17%	70%	81.83%	77%

Health and Wellbeing P1/4/7 combined								
	Safe	Healthy	Achieving	Nurtured	Active	Respected	Responsible	Included
Green	95	97	95	98	95	93	97	91
Amber	5	3	5	2	5	7	3	9
Red	0	0	0	0	0	0	0	0

Our self-evaluation and overall attainment analysis highlighted areas that will support us to drive continuous improvement across the school. These areas are Numeracy, including creative approaches to learning and teaching in the classroom and raising attainment in writing. With our refurbished school environment, we will also explore how to use new areas to support pupils with identified ASN's to enhance regulation and engagement in learning. We have been given additionality this session to provide a nurture provision which is being developed with a class teacher and allocated Pupil Support worker this session. We will also plan to continue developing learning through STEM subjects.

Our attainment gaps are influenced by the following main factors: Children's additional support needs impacting on engagement in learning, deprivation and hidden poverty. Our attainment gap is more prevalent with learners at Q2 and Q3. There does not appear to be any gender gap in attainment across the school. The number of children across the school with an identified ASN has increased in the last session and this is expected to increase further once the new school session starts in August 2025. Measures are being carefully planned to target specific stages across the school with targeted interventions. Small group focussed interventions have demonstrated the most value added and will therefore continue into the next session.

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St Paul's Primary 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
Improvement in all children and young people's wellbeing: Continue to support learners to understand their own wellbeing, develop strategies to self-regulate and build positive relationships with peers and adults in their school community. **(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	**Review PPR Policy in-line with Updated WL Policy** - Refresh the school Vision, Values and Aims. - Implement the refreshed whole school positive behaviour and relationships policy. - Engage all staff in training using the Circle Resource to develop inclusive learning environments. -Develop staff knowledge and knowledge of approaches to nurture - Refresh the implementation of Emotion works and the One Trusted Adult approach across the school. - Involve all staff in Trauma Informed Practice – part 2, (e-learning for staff who have not completed). **Develop HWB Curriculum Framework to link WL Pathways with most widely used HWB school resources e.g. SCARF and God's Loving Plan** - Refresh the implementation of Emotion works and the One Trusted Adult approach across the school. - Develop plan for whole school assemblies. - Develop a whole school equity framework.		**Review PPR Policy in-line with Updated WL Policy** - Children will know and understand how the school values and vision are demonstrated in the work of the school, (Pupil Learning conversations). - Class teachers will feel more confident in making adaptation to the classroom environment and support, (Staff confidence questionnaire). - Nurture teacher will develop the provision of nurture beginning with small identified groups and develop this to develop pupil participation and engagement in learning. Success will be measured through learners ability to transfer engagement levels to main class stage. - Children will be able to explain how their trusted adult supports them and how the Emotion Works Cogs help to self-regulate, (Pupil Learning conversations).
Raising attainment for all, particularly in literacy and numeracy(universal): Continue to develop leaners enjoyment, engagement and achievement in reading and writing. Continue to develop learners core numeracy skills, problem-solving and mathematical thinking. **(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	**Literacy** - Review and update learning frameworks for Literacy and English. - Based on the analysis of school data, examine approaches to the teaching of writing at particular stages with a focus on relevance and learner motivation and engagement. - Continue to raise attainment in reading through increased opportunities for challenge and enjoyment, (RUAE at upper stages, IDL and Accelerated Reader P3 – 7). **Numeracy** - Review and update learning frameworks for Numeracy and Mathematics. - Continue to develop Building Thinking Classrooms approach. - Introduce wider approaches to developing Numeracy and Maths through the use of IDL platform		**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

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Tackling the attainment gap between the most and least advantaged children (targeted): (**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.* *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
Improvement in employability skills and sustained, positive school leaver destinations for all young people: Continue to develop learners understanding and experience of the UNRCR and skills development in STEM and outdoor 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	**Develop a Learning, Teaching and Assessment Framework to ensure consistency and progression at each stage.** - Continue to develop creative pedagogical approaches through the continuation of play-based learning, STEM and BTC. - Development of outdoor learning. - Build UNCRC and Global Goals into planners. **Continue working towards further digital awards (Digital Wellbeing/Digital Endorsement Award)** - Development of digital skills progression and framework - Continue to develop profiling across the school.		**Learning, Teaching and Assessment Framework** - Learner view of play-based learning, STEM and BTC learning experiences, (Pupil Learning conversations). - Observations of practice involving play-based learning, STEM, BTC and outdoor learning, (SMT and peer Observations). **Digital Wellbeing/Digital Endorsement Award** - Learner confidence in sharing their profile and explaining their strengths and next steps, (Pupil Learning conversations).

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