

LINLITHGOW BRIDGE PRIMARY SCHOOL



SCHOOL IMPROVEMENT PLAN

2026 / 2027



Courage

Relationships

Relevance

Values

Factors Influencing the Improvement Plan

School Factors

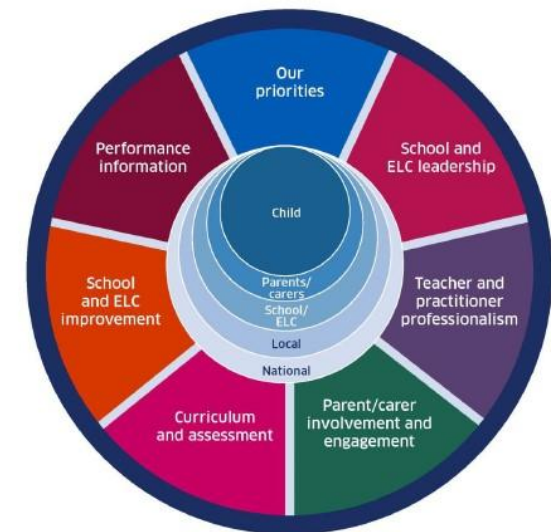
Addressing Action Points identified in school's Self Evaluation procedures
Cluster Improvement Priorities
Equity and PEF Priorities from equity self-evaluation materials 2026

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



Courage

Relationships

Relevance

Values

Vision, Values and Aims

Our Values

Kindness

Respect

Responsibility

Our Vision

L – Learn

B – Belong

P - Progress



Courage

Relationships

Relevance

Values

S – Succeed

Our Aim

To support all pupils to be ready to learn, to show respect and to be safe in all they do.

To provide, for all pupils, education of the highest quality which will meet their educational, personal and spiritual needs and which will enable them to be successful learners, confident individuals, responsible citizens and to make an effective contribution to society now and in the future.

Curriculum Rationale



Courage

Relationships

Relevance

Values



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



Courage

Relationships

Relevance

Values

a) Background - The context for the learners in your school

The Senior Leadership Team, and our teaching staff, has been established now for a number of years, providing stability and consistency for the school. We have a highly motivated and committed staff team, comprising teachers, pupil support workers and a more recently established office team. We strive to maintain tradition and heritage and the highest of standards in our school, while embracing change and making continuous improvement within our unique context. We value cluster partnerships and will work closely with other Linlithgow school in session 2026 – 27.

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

Wellbeing

Almost all learners report positively against the wellbeing indicators. We have an established daily procedure to ensure that any negative self-assessment from children is quickly responded to by their trusted adult. Almost all 96% of learners report that they feel safe in school; 100% of parents feel their child is safe in school.

Engagement

Parental engagement with our school is high. All P1 – 3 parents are connected digitally through SeeSaw, and only a tiny minority have yet to engage with the Parent Portal. School events involving children are very well attended, and we have a very supportive Parent Council. Pupil participation is also very high with only a minority of children recorded as amber in terms of engagement in the wider community.

CfE

Our attainment in literacy and numeracy is very high, and above that of schools with similar contexts. Our attainment (pupils achieving the expected level) in Primary 7 is again consistent at 100%; and in key stages - Primary 4 - 95% for both literacy and numeracy; Primary 1 attainment is 85% for literacy and 90% for numeracy.

18% of our pupil population have needs which are supported through interventions. We also recognise the need for challenge across our school; data shows the high number of pupils tracking at * level (pupils achieving beyond national expectations) at key stages –

Curriculum Area	% * at Primary 4	% * at Primary 7
Reading	67%	50%
Writing	43%	55%
Listening & Talking	76%	60%
Numeracy & Maths	62%	55%

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



Courage

Relationships

Relevance

Values

All staff will engage with the technical frameworks produced by the Curriculum Improvement Cycle and will show increased confidence in their understanding of curriculum making; we will participate in a professional learning opportunity with Education Scotland to develop inclusive play pedagogy across our school; we will develop our understanding of inclusive practice to meet the needs of all learners across our school.

:

Linlithgow Bridge Primary School				
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) By March 2027 all staff will enhance their understanding of an inclusive, learner-centred Health and Wellbeing curriculum that promotes equity, participation, and positive relationships for all, as a prerequisite to pupil attainment. We will align pedagogy with emerging national guidance, (Placing the human rights and needs of every child and young person at the centre of education) UNCRC	☐ 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 strengthen the health and wellbeing curriculum to support all learners? How will you support student and staff HWB? - Embed systems to effectively track pupils' Health & Wellbeing, to include Participation & attendance over the school session. Review procedure for Attainment Meetings. - Updated Positive Relationships Policy & Equality & Diversity Statement to be embedded within the school community, - Campaign outcome to be shared with the whole school and wider community – River Kids charity collection and 'Let Your Rights Grow'. - All staff to begin to review the current HWB curriculum and planning documents in line with authority and national guidance, - Review our school vision and aims in light of the pillars of equity - Investigate and consult staff on innovative ways to promote staff health & wellbeing - Teachers to participate in Education Scotland "Leading Play Pedagogy" in Primary1" project. See plan for aims and measures.	T2 – Staff feedback Aug 2026 Aug 2026 Dec 2026 Sept 2026	How will you baseline where you are in order to measure next steps and impact? Regularly review and analyse data from your measures. - Staff feedback on Attainment Meetings procedures - Whole school community feedback on Positive Relationships Policy – Meet the Teacher event form - Assembly - Interim feedback from staff – HWB Working Group - Using Feedback from whole school community _ Meet the Teacher event



Courage

Relationships

Relevance

Values

		https://padlet.com/catrionagill/play-pedagogy-in-p1-information-session-follow-up-tl20im19skugwqys UNCRC Articles – Health & Wellbeing		
Raising attainment for all children and young people through inclusive and impactful pedagogy, with a particular focus on Literacy and Numeracy By June 2027 there will be improved consistency in high-quality differentiated learning, teaching & assessment to ensure the needs of all learners are met through support and / or challenge & stretch. By June 2027 there will be greater consistency in feedback, assessment and next-steps discussions 100% of staff will have embedded inclusive pedagogy in day-to-day practice (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 strengthening the curriculum, 4 capacities and support all learners? • LOL will attend 6 LOL sessions, 3 coaching meetings, a sharing event, and relevant CLPL to develop knowledge of inclusive and impactful pedagogy (I Do) • LOL will support the Pedagogy Pioneers to further develop their knowledge, understanding and skills required to consistently deliver high-quality learning & teaching with focus on inclusive and impactful pedagogy (We do) • LOL will work with HT and Pedagogy Pioneers to plan and implement spread e.g., through modelling, planning with colleagues, monitoring, quality assurance to consistently deliver high-quality learning & teaching (You do) CAT sessions. • Plan a small test of change within classroom practice • Class Teachers to prioritise uninterrupted time for high-quality adult–child learning conversations • Set targets (e.g., % of practice observed as good or better) • Evaluate impact on children, i.e., track improvements in engagement & attainment • Continue to work on 3 year plans in Literacy & Numeracy in light of CiC developments.	Aug 26 / May 27 Ongoing Nov/ March Jan 2027	How will you baseline where you are in order to measure next steps and impact? Regularly review and analyse data from your measures. Staff confidence survey – (pre & post) Termly evaluations Classroom observations Pupil Focus group – SLT Ethos Surveys (May 2027) Track pupil attainment & engagement termly Termly evaluations – Working Group priorities



Courage

Relationships

Relevance

Values

		UNCRC Articles 28 & 29 – Education		
Tackling the attainment gap between the most and least advantaged children (targeted): We will tackle the poverty related attainment gap by employing a Pupil Support Worker to work on carefully planned interventions with identified children. (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	<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> <i>Please follow this link PEF Summary 26 - 27.odt to view our PEF Summary and find out more about our use of Pupil Equity Funding.'</i>	Nov / Mar / May	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 with & developed a strong understanding of the technical frameworks published by the Curriculum Improvement Cycle and show increased confidence in their understanding of curriculum making	☒ 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) • All staff to attend central collegiate CLPL focusing on the Curriculum Improvement Cycle and curriculum making. • All staff will engage in ongoing professional dialogue and collaborative reflection on interpreting frameworks and understanding progression pathways.	By March 2027	How will you baseline where you are in order to measure next steps and impact? Regularly review and analyse data from your measures. PHASE 1 Short term All staff demonstrate a clear understanding of the technical frameworks and increased confidence in curriculum making Key measures: • All staff can articulate key features of the frameworks • Increased confidence (baseline vs follow-up surveys)



Courage

Relationships

Relevance

Values

By June 2027 the professional learning from Education Scotland will have increased the level of understanding of early level staff in play pedagogy (Placing the human rights and needs of every child and young person at the centre of education)		Phase 2 Planning for sustainable professional learning on curriculum making at school level (teachers) • Apply agreed curricular frameworks consistently to ensure coherent, progressive planning across all stages and contexts. • Embed collaborative approaches to curriculum making, enabling staff to co-design learning experiences that reflect shared values, local context and learner needs.	• High engagement in CLPL and collegiate activity • Evidence of shared language in discussions and planning • Clear structure, relevant CLPL plan in place for all staff PHASE 2 Long Term A coherent, progressive curriculum is embedded across the school, leading to improved learner outcomes. A collaborative curriculum culture ensures learning is relevant, engaging and reflective of our shared values and context. Distributed leadership drives continuous improvement in curriculum design and delivery. • Sustained high-quality professional learning results in consistently high-quality teaching and a secure shared understanding of curriculum rationale, design principles and effective implementation. Key measures: • Improved learner outcomes and engagement, evidenced through attainment data, attendance and pupil feedback. • Consistent, high-quality curriculum and pedagogy, seen in planning, learning visits and classroom practice across all stages. • Strong collaborative culture, with staff and learners actively co-
---	--	---	--



Courage

Relationships

Relevance

Values

				designing meaningful, relevant learning experiences. • Build capacity at all levels to achieve confident, distributed leadership and shared understanding, demonstrated by staff leading and evaluating high-quality curriculum development.
--	--	--	--	---



Courage

Relationships

Relevance

Values