



SCHOOL IMPROVEMENT PRIORITY



St Mary's RC Primary School, Bathgate

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WHAT IS THE KEY PRIORITY FOR SCHOOL IMPROVEMENT THIS ACADEMIC YEAR?

PRIORITY:

Developing a shared approach to inclusive and impactful pedagogy, ensuring all learners experience high-quality, responsive teaching that promotes equity, engagement and meaningful participation.

(THIS PRIORITY WILL BE BROKEN DOWN INTO SEPARATE ACTIONS. ATTEMPT TO ARTICULATE AN OVERARCHING PRIORITY)

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*ALL SCHOOLS HAVE A SEPARATE PUPIL EQUITY FUNDING PLAN TO ENSURE THAT CHILDREN AND YOUNG PEOPLE AFFECTED BY POVERTY ACHIEVE THEIR FULL POTENTIAL. FOCUSING ON TARGETED IMPROVEMENT ACTIVITY IN LITERACY, NUMERACY, AND HEALTH AND WELL-BEING

YEAR: 2026-2027

COURAGE RELATIONSHIPS VALUES RELEVANCE



CONTEXT & FACTORS

PRIORITY:

Developing a shared approach to inclusive and impactful pedagogy, ensuring all learners experience high-quality, responsive teaching that promotes equity, engagement and meaningful participation.



WHAT FEATURES OF SCHOOL CONTEXT, LOCAL AUTHORITY FACTORS, AND NATIONAL FACTORS **CONNECT TO THE SPECIFIC IMPROVEMENT PRIORITY?**

SCHOOL (LEARNERS)

Addressing Action Points identified in school's self-evaluation procedures

Cluster Improvement Priorities

Equity Priorities



STANDARDS AND QUALITY REPORT

[School Documents - St Mary's Primary Bathgate](#)

LOCAL AUTHORITY & CLUSTER

West Lothian Corporate Plan

Education Services Management Plan

Raising Educational Attainment Strategy; West Lothian Stretch Aims

Moving Forward In Your Learning – Inclusive Curriculum: Meeting Learner's Needs

West Lothian Parental Involvement and Engagement Framework

Equity Team and additional allocations, Pedagogy Team

NATIONAL

National Improvement Framework; Challenge; Included, Engaged and Involved Series

UNCRC; Child Protection Procedures

Getting it Right for Every Child (GIRFEC)

GTCS Professional Standards and Update 2021

Pupil Equity Funding/Equity Audit and Self-Evaluation

How Good is Our School? 4TH Edition/Quality Improvement Framework for ELC Sectors

Realising the Ambition

Presumption to provide education in a mainstream setting 2019; Support for Learning: All our Children and All their Potential (ASL Review) 2020



VISION & VALUES

PRIORITY:

Developing a shared approach to inclusive and impactful pedagogy, ensuring all learners experience high-quality, responsive teaching that promotes equity, engagement and meaningful participation.



HOW DOES THE SPECIFIC IMPROVEMENT PRIORITY FURTHER THE VISION AND VALUES OF THE SCHOOL?

SCHOOL VISION

Our vision is to work together in a positive, inclusive environment of love, faith, respect and friendship. We are always striving for excellence, to be the best we can be!

SCHOOL VALUES

[Vision, Values and Aims - St Mary's Primary Bathgate \(westlothian.org.uk\)](https://www.westlothian.org.uk)

Positivity, Inclusivity, Love, Faith, Respect, Friendship, Excellence

CURRICULUM RATIONALE

[Curriculum Rationale](#)

At St. Mary's

- our positive learning environment nurtures enthusiasm and motivation towards learning so that pupils develop strong literacy, communication, and numeracy skills. We promote vital skills like critical thinking, problem-solving, effective communication, and teamwork.
- we nurture self-respect, self-awareness and self-regulation so that pupils can establish meaningful connections with others. We are committed to offering opportunities for pupils to participate in a variety of activities and experiences that enhance their confidence and contribute to the development of identity.
- we encourage pupils to show respect to others, make well-informed choices, and demonstrate an awareness and appreciation of diverse beliefs and cultures. We are dedicated to supporting pupils to understand the impact of their actions on others and society as a whole
- we support pupils in building resilience and self-reliance through the promotion of problem-solving and transferrable life skills. We aim to instill in pupils an appreciation for teamwork by offering opportunities for them to work alongside others towards shared goals

To support all pupils to strive for excellence, we are further developing/broadening our use of assessment data to inform effective differentiation. All pupils will be provided with engaging in learning experiences and outcomes that meet their individual needs and interests. Pupils, staff and partners will work together to be the best we can be!

PROVIDE A BRIEF BLURB CONNECTING THE SCHOOL VISION, VALUES, AND CURRICULUM RATIONALE TO THE IDENTIFIED SCHOOL IMPROVEMENT PRIORITY.



SUPPORTING
DATA

PRIORITY:

Developing a shared approach to inclusive and impactful pedagogy, ensuring all learners experience high-quality, responsive teaching that promotes equity, engagement and meaningful participation.



WHAT DATA HAVE YOU COLLECTED AND ANALYSED THAT SUPPORTS THE FOCUS ON THE SPECIFIC IMPROVEMENT PRIORITY?

DATA ANALYSIS STATEMENT:

Staff self-evaluated 2.3 Learning Teaching and Assessment as good, validated by last VSE.

Attainment over time demonstrates an improving picture, although gaps remain across classes and for targeted learners, including those affected by poverty-related factors.

Evidence indicates that pupil voice in learning is an area for development, with participation increasing but not consistently leading to meaningful influence on learning.

Classroom observations show improvement across session 2025–2026, however, practice is not yet consistent and inclusive, impactful pedagogy is not embedded across all classes.

Quality assurance and professional dialogue highlight a need to strengthen consistency, deepen pedagogical approaches and ensure equitable participation for all learners, including those less visible in learning.

TRIANGULATING SOURCES:

PEOPLE'S VIEWS

DIRECT OBSERVATION

QUANTITATIVE DATA

HGIOS evaluations of 2.3

VSE

Attainment data

Data dialogue with staff

VSE

School Attainment Profile

Pupil and staff focus groups

Classroom observations

Equity Thematic Summary

Data dialogue with staff

Classroom observations

Q1 Class Data Analysis

E&E meetings

Classroom observations
QA data

Equity Thematic
Summary; School
Attainment Profile

HIGHLIGHT IMPORTANT HEADLINE DATA ANALYSIS STATEMENTS RELEVANT TO THE IDENTIFIED SCHOOL IMPROVEMENT PRIORITY.

- IDENTIFY TRIANGULATING DATA SOURCES USED TO VALIDATE ANALYSIS STATEMENT
- CONSIDER DATA SOURCES THAT REPRESENT YOUNG PEOPLE AS CITIZENS, AS INDIVIDUALS, AS CONTRIBUTORS, AND AS LEARNERS
- ENSURE LEARNER VOICE IS REPRESENTED

ACTIONS & INDICATORS

PRIORITY:

Developing a shared approach to inclusive and impactful pedagogy, ensuring all learners experience high-quality, responsive teaching that promotes equity, engagement and meaningful participation. (Learning Through Exploration and Play)



WHAT SPRINT ACTIONS DO YOU PLAN TO TAKE IN ORDER TO SIGNIFICANTLY IMPACT THE SPECIFIC IMPROVEMENT PRIORITY?

PLANNED ACTIONS SHOULD BE **SPRINT ACTIONS** - ACHIEVABLE WITHIN **TERM 2**. THESE ACTIONS SHOULD BE EVALUATED AT THE END OF THE TERM 2. TRY NOT TO CARRY TOO MANY INCOMPLETE ACTIONS INTO TERM 3

FUTURE ACTIONS ACTIONS:

P1-2 play environments support independence and sustained engagement

Playful pedagogy is evident in P3-7 learning experiences

Staff have a shared understanding of effective play / playful pedagogy

BRIEF DESCRIPTION OF POSSIBLE FUTURE ACTIONS, WHICH MAY BE EXPANDED AND BECOME 'PLANNED ACTIONS'

PLANNED ACTIONS:

1	I Do: LOLs explore effective play environments and identify key features, We Do: LOLs + PPs agree one priority change, You Do: P1-2 staff implement one agreed improvement	 LOLs, PPs, P1 & 2CTs Aug-Sept
2	I Do: LOLs identify and model one playful pedagogical approach, We Do: LOLs + PPs plan how this looks in practice, You Do: staff trial this in one lesson	 LOLs, PPs, P3-7 CTs Sept-Oct
3	I Do: LOLs gather examples of practice, We Do: share and discuss with PPs, You Do: staff engage with examples and identify one takeaway	 All staff Oct
4		
5		

DETAILED DESCRIPTION OF ACTIONS TO BE TAKEN IMMINENTLY - ORDERED BY IMPORTANCE.

SUCCESS/IMPACT INDICATOR:

Increased sustained engagement and independence observed in P1-2 learners
Increased learner participation and curiosity in targeted lessons
Staff confidence increases and approaches begin to align across stages

CLEARLY DEFINED MEASURE OF SUCCESS. ENSURE LEARNER VOICE IS REPRESENTED WITHIN MEASURES.

RAG:

REVIEW SUCCESS

ACTIONS & INDICATORS

PRIORITY:

Developing a shared approach to inclusive and impactful pedagogy, ensuring all learners experience high-quality, responsive teaching that promotes equity, engagement and meaningful participation. (Children's Voice and Agency in Learning)



WHAT SPRINT ACTIONS DO YOU PLAN TO TAKE IN ORDER TO SIGNIFICANTLY IMPACT THE SPECIFIC IMPROVEMENT PRIORITY?

PLANNED ACTIONS SHOULD BE **SPRINT ACTIONS** - ACHIEVABLE WITHIN **TERM 2**. THESE ACTIONS SHOULD BE EVALUATED AT THE END OF THE TERM 2. TRY NOT TO CARRY TOO MANY INCOMPLETE ACTIONS INTO TERM 3

FUTURE ACTIONS ACTIONS:

Staff have a shared understanding that pupil agency goes beyond voice and requires influence on learning

Dialogic approaches are used purposefully to enable influence, not just increase talk

Staff intentionally identify and respond to hidden voices

Classroom approaches support more equitable participation and influence

Staff evaluate who is benefiting from agency and who is not

BRIEF DESCRIPTION OF POSSIBLE FUTURE ACTIONS, WHICH MAY BE EXPANDED AND BECOME 'PLANNED ACTIONS'

PLANNED ACTIONS:

6	I Do: LOLs clarify key messages (participation vs influence, equity), We Do: explore and challenge current assumptions with PPs, You Do: staff reflect on where participation does/does not influence learning in their class		LOLs, PPs, All staff
7	I Do: LOLs model one dialogic approach with clear focus on how it leads to influence, We Do: refine what "influence" looks like in practice, with PPs, You Do: staff trial the approach with explicit intent (how will pupils shape learning?)		LOLs, PPs, All staff
8	I Do: LOLs model how to notice participation patterns, We Do: Discuss who is / isn't participating, You Do: Staff identify 2-3 "hidden voices" and monitor them		All staff
9	I Do: LOLs model simple inclusive strategies, We Do: Refine how these support different learners, You Do: Staff adapt one approach to better include identified learners		All staff
10	I Do: LOLs set the evaluation focus (who is influencing learning?), We Do: Discuss emerging patterns, You Do: Staff reflect on impact in their class		All Staff

DETAILED DESCRIPTION OF ACTIONS TO BE TAKEN IMMINENTLY - ORDERED BY IMPORTANCE.

SUCCESS/IMPACT INDICATOR:

Staff can clearly articulate the difference between participation and influence and identify gaps in their own practice
Evidence that dialogue leads to pupils shaping aspects of learning (e.g. direction, approach, ideas), not just contributing
Staff can clearly identify which learners are less represented, Participation of those learners begins to be noticed and tracked
Wider range of learners contributing, Previously less visible learners contributing more consistently, Increased balance in participation within lessons
Staff can identify: who is influencing learning, who is not yet doing so, Staff begin adapting practice in response

CLEARLY DEFINED MEASURE OF SUCCESS. ENSURE LEARNER VOICE IS REPRESENTED WITHIN MEASURES.

RAG:

REVIEW SUCCESS

ACTIONS & INDICATORS

PRIORITY:

Developing a shared approach to inclusive and impactful pedagogy, ensuring all learners experience high-quality, responsive teaching that promotes equity, engagement and meaningful participation. (Responsive and Intentional Teaching (Adaptive Pedagogy))



WHAT SPRINT ACTIONS DO YOU PLAN TO TAKE IN ORDER TO SIGNIFICANTLY IMPACT THE SPECIFIC IMPROVEMENT PRIORITY?

PLANNED ACTIONS SHOULD BE **SPRINT ACTIONS** - ACHIEVABLE WITHIN **TERM 2**. THESE ACTIONS SHOULD BE EVALUATED AT THE END OF THE TERM 2. TRY NOT TO CARRY TOO MANY INCOMPLETE ACTIONS INTO TERM 3

FUTURE ACTIONS ACTIONS:

Teaching is more responsive to learner needs

Staff adapt teaching more effectively during lessons

Adaptive teaching improves outcomes for targeted learners

BRIEF DESCRIPTION OF POSSIBLE FUTURE ACTIONS, WHICH MAY BE EXPANDED AND BECOME 'PLANNED ACTIONS'

PLANNED ACTIONS:

11 I Do: LOLs analyse data and identify focus approaches, We Do: LOLs + PPs identify how this applies in class, You Do: staff identify one focus group



LOLs, PPs, All staff

12 I Do: LOLs model one adaptive strategy (e.g. scaffolding, questioning), We Do: discuss and refine with PPs, You Do: staff trial the strategy in class



LOLs, PPs, All staff

13 I Do: LOLs define what impact should look like, We Do: LOLs + PPs discuss indicators of success, You Do: staff review impact on learners



All staff

14



15



DETAILED DESCRIPTION OF ACTIONS TO BE TAKEN IMMINENTLY - ORDERED BY IMPORTANCE.

SUCCESS/IMPACT INDICATOR:

Clear focus for adaptive teaching in each class

Observable evidence of in-lesson adaptation (QA / professional dialogue)

Increased engagement and/or progress for targeted learners

CLEARLY DEFINED MEASURE OF SUCCESS. ENSURE LEARNER VOICE IS REPRESENTED WITHIN MEASURES.

RAG:

REVIEW SUCCESS

ACTIONS & INDICATORS

PRIORITY:

Developing a shared approach to inclusive and impactful pedagogy, ensuring all learners experience high-quality, responsive teaching that promotes equity, engagement and meaningful participation. (Inclusive and Enabling Environments, Structures and Routines)



WHAT SPRINT ACTIONS DO YOU PLAN TO TAKE IN ORDER TO SIGNIFICANTLY IMPACT THE SPECIFIC IMPROVEMENT PRIORITY?

PLANNED ACTIONS SHOULD BE **SPRINT ACTIONS** - ACHIEVABLE WITHIN **TERM 2**. THESE ACTIONS SHOULD BE EVALUATED AT THE END OF THE TERM 2. TRY NOT TO CARRY TOO MANY INCOMPLETE ACTIONS INTO TERM 3

FUTURE ACTIONS ACTIONS:

Classrooms provide calm, neutral environments that support focus and regulation

Breakout spaces are used effectively to support inclusion and learning

Greater consistency in environments and routines across the school

Enhanced use of outdoor spaces to support children with regulation.

BRIEF DESCRIPTION OF POSSIBLE FUTURE ACTIONS, WHICH MAY BE EXPANDED AND BECOME 'PLANNED ACTIONS'

PLANNED ACTIONS:

16	I Do: LOLs identify key features of calm, neutral environments, We Do: LOLs + PPs agree one priority change, You Do: staff implement one agreed change	 LOLs, PPs, All staff
17	I Do: LOLs clarify effective use and purpose, We Do: agree shared approach with PPs, You Do: staff trial consistent use of breakout spaces	 LOLs, PPs, All staff
18	I Do: LOLs identify examples of effective practice, We Do: share and discuss with PPs, You Do: staff adapt one aspect of their own practice	 All staff
19	Renew quiet are. Inner Wings project and space.	 HWP lead, ASFL, All staff
20		

DETAILED DESCRIPTION OF ACTIONS TO BE TAKEN IMMINENTLY - ORDERED BY IMPORTANCE.

SUCCESS/IMPACT INDICATOR:

Classrooms visibly calmer; improved learner readiness to engage

Breakout spaces used appropriately to support learning and regulation

Increased consistency across classrooms; reduction in low-level disruption

Increased use of outdoor spaces for regulation purposes.

CLEARLY DEFINED MEASURE OF SUCCESS. ENSURE LEARNER VOICE IS REPRESENTED WITHIN MEASURES.

RAG:

REVIEW SUCCESS

A CURRICULUM for EXCELLENCE

PRIORITY:

Developing a shared approach to inclusive and impactful pedagogy, ensuring all learners experience high-quality, responsive teaching that promotes equity, engagement and meaningful participation.



HOW DOES THIS SPECIFIC IMPROVEMENT PRIORITY SUPPORT THE CURRICULUM FOR EXCELLENCE PURPOSE OF FULFILLING THE 4 CAPACITIES?

LEARNERS:

☐	Enthusiasm and motivation for learning
☐	Determination to reach high standards of achievement
☒	Openness to new thinking and ideas
☒	Use literacy, communication and numeracy skills
☐	Use technology for learning
☒	Think creatively and independently
☐	Learn independently and as part of a group
☐	Make reasoned evaluations
☒	Link and apply different kinds of learning in new situations

INDIVIDUALS:

☒	Self-respect
☐	A sense of physical, mental and emotional well-being
☒	Secure values and beliefs
☐	Ambition
☒	Relate to others and manage themselves
☐	Pursue a healthy and active lifestyle
☐	Be self-aware
☐	Develop and communicate their own beliefs and view of the world
☒	Assess risk and make informed decisions
☒	Achieve success in different areas of activity

CITIZENS:

☒	Respect for others
☒	Commitment to participate responsibly in political, economic, social and cultural life
☐	Develop knowledge and understanding of the world and Scotland's place in it
☐	Understand different beliefs and cultures
☒	Make informed choices and decisions
☐	Evaluate environmental, scientific and technological issues
☐	Develop informed, ethical views of complex issues
☐	Make reasoned evaluations

CONTRIBUTORS:

☐	An enterprising attitude
☒	Resilience
☐	Self-reliance
☒	Communication in different ways and in different settings
☒	Work in partnership and in teams
☒	Take the initiative and lead
☒	Apply critical thinking in new contexts
☐	Create and develop
☐	Solve problems

(IDENTIFY ☒ 1,3,4 THE SPECIFIC IMPROVEMENT ACTIONS WHICH WILL STRONGLY IMPACT THE ABILITY OF YOUR CURRICULUM TO DEVELOP AND DELIVER THE 4 CAPACITIES AND ATTRIBUTES)

QUALITY INDICATORS

PRIORITY:

Developing a shared approach to inclusive and impactful pedagogy, ensuring all learners experience high-quality, responsive teaching that promotes equity, engagement and meaningful participation.



HOW DOES THIS SPECIFIC IMPROVEMENT PRIORITY CONNECT WITH FOCUS HGIOS QUALITY INDICATORS?

1.3 Leadership of change

- ☒ Developing a shared vision, values and aims relevant to the school and its community
- ☒ Strategic planning for continuous improvement
- ☒ Implementing improvement and change

2.2 Curriculum

- ☐ Rationale and design
- ☒ Development of the curriculum
- ☐ Learning pathways
- ☒ Skills for learning, life and work

2.3 Learning, teaching and assessment

- ☒ Learning and engagement
- ☒ Quality of teaching
- ☐ Effective use of assessment
- ☐ Planning, tracking and monitoring

3.1 Ensuring wellbeing, equality and inclusion

- ☐ Wellbeing
- ☐ Fulfilment of statutory duties
- ☒ Inclusion and equality

3.2 Raising attainment and achievement

- ☒ Attainment in literacy and numeracy
- ☐ Attainment over time
- ☐ Overall quality of learners' achievement
- ☒ Equity for all learners

DETAIL ANY OTHER FOCUS QUALITY INDICATOR:

1.2 Leadership of Learning Professional dialogue and collegiate working are strengthening through joint planning, modelling and coaching across the LOL & PP programme.



SCHOOL SELF EVALUATION SUMMARY

(IDENTIFY **1,3,4** THE SPECIFIC IMPROVEMENT ACTIONS WHICH WILL STRONGLY IMPACT THE DEVELOPMENT OF HGIOS QUALITY INDICATORS)

NATIONAL IMPROVEMENT FRAMEWORK

PRIORITY:

Developing a shared approach to inclusive and impactful pedagogy, ensuring all learners experience high-quality, responsive teaching that promotes equity, engagement and meaningful participation.



HOW DOES THIS SPECIFIC IMPROVEMENT PRIORITY CONNECT WITH NATIONAL IMPROVEMENT FRAMEWORK PRIORITIES AND DRIVERS?



SCHOOL AND
ELC IMPROVEMENT



SCHOOL AND
ELC LEADERSHIP



TEACHER AND
PRACTITIONER
PROFESSIONALISM



PARENTAL
ENGAGEMENT



CURRICULUM AND
ASSESSMENT



PERFORMANCE
INFORMATION

Placing the human rights and needs of every child and young person at the centre of education

THROUGH



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Improvement in all children and young people's health and wellbeing

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Improvement in skills and sustained, positive school leaver destinations for all young people

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Improvement in attainment, particularly in numeracy and literacy

THROUGH



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Closing the attainment gap between the most and least disadvantaged children and young people

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(SELECT ☒ NIF PRIORITIES AND THE RELATED DRIVER(S) THAT YOU ARE CONFIDENT WILL BE STRONGLY IMPACTED BY THE ACHIEVEMENT OF THE IDENTIFIED SCHOOL IMPROVEMENT PRIORITY)

YEAR: 2026-2027



BIGGER PICTURE

WHAT (POSSIBLE) FUTURE SCHOOL IMPROVEMENT PLANS ARE **IMPORTANT TO NOTE?**



YEAR2

Curriculum improvement cycle: January 2027 – June 2028 – Sharing and adopting phase

There will be a continued focus on embedding depth of practice, ensuring that all learners experience equitable, engaging and responsive learning in every classroom.

YEAR3

Curriculum improvement cycle: January 2027 – June 2028 – Sharing and adopting phase

YEAR4

(YOU MAY CHOOSE TO INCLUDE PLANNED OR EXTENDED PARTNERSHIPS, KNOWN DEVELOPMENTS AND CONTINUATIONS OF THE CURRENT PRIORITY, AND SPECIFIC AREAS (E.G. CURRICULUM, NIF, UNCRC, ETHOS) IDENTIFIED FOR ATTENTION. **ENSURE LEARNER VOICE IS REPRESENTED WITHIN FUTURE PLANS.**



ELC ACTION PLAN



ELC settings are a distinct and important part of the school community. ELC settings have a separate Action Plan which details current and planned actions intended to improve the learning and experiences of children accessing this service.

Please follow this link  to view our ELC Action Plan.



PEF STATEMENT

PUPIL EQUITY FUNDING: Tackling the attainment gap between the most and least advantaged children



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 to improve literacy, numeracy and health and wellbeing.

Please follow this link  [School Documents - St Mary's Primary Bathgate](#) to view our PEF Summary and find out more about our use of funding.