SCHOOL IMPROVEMENT **PRIORITY**

Peel Primary School 2026-2027

CONTEXT & FACTORS — PAGE 2

VISION & VALUES — PAGE 3

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ACTIONS & IMPACT — PAGE 5-8

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

PRIORITY:

To adapt our curriculum offer in light of new pending Scottish curriculum to ensure children in our learning community experience engaging, high quality learning and teaching across the curriculum delivered through meaningful and exciting contexts, to allow all children to develop a range of skills for learning, life and work for now and in the future.

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

ELC ACTION PLAN — PAGE 13

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

YEAR: 2026-2027

COURAGE RELATIONSHIPS VALUES RELEVANCE

SCHOOL IMPROVEMENT **PRIORITY**

Peel Primary School

CONTEXT & FACTORS

PRIORITY:

To continue to improve our curriculum offer to ensure children in our learning community experience engaging, high quality learning and teaching across the curriculum delivered through meaningful and exciting contexts, to allow all children to develop a range of skills for learning, life and work for now and in the future.

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

SCHOOL (LEARNERS)

Very Good rating across 2:3 and 3;2

Pupil Voice Surveys, Learning Conversations, Wellbeing Self-evaluations

Service Design Tools – Pupil Voice – Project Based Learning

Leadership Action Plans

Pupils Leading Learning in After-school club programme

STANDARDS AND QUALITY REPORT

LOCAL AUTHORITY & CLUSTER

Cluster shared approach in delivering high quality LTA in Numeracy through BTC approach

Literacy and Numeracy West Lothian Priorities,

HWB Priorities, WLC – SAMH Cluster Partnership

Raising attainment, including closing the gap

West Lothian Raising Attainment Strategy 2023-28

Project Based Learning Approach

Active WL Champions

NATIONAL

Teaching Learning and Assessment Moderation Cycle (Education Scotland)

National Improvement Framework

How Good is Our School? 4th Edition and How Good is Our Early Learning and Childcare? Particular focus on 2.3 Learning Teaching and Assessment.

Getting it Right for Every child (GIRFEC)

Curriculum for Excellence Refresh

Realising the Ambition, GTCS professional standards and professional update 2021, Achieving Excellence and Equity 2022: National Improvement Framework and Improvement Plan

UNCRC, Support for Learning: All our Children and All their Potential (ASL Review) 2020, and All Learners in Scotland Matter - The National Discussion Report

SCHOOL IMPROVEMENT **PRIORITY**

Peel Primary School

VISION & VALUES

PRIORITY:

All learners experience engaging, high quality learning delivered through a meaningful and relevant context. Learning is underpinned with high quality questioning and a robust Quality Assurance process.

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

SCHOOL VISION

Work together to develop lifelong learners who will aspire to be the best that they can be - Successful learners, confident individuals, effective contributors and responsible citizens.'

SCHOOL VALUES

Kindness

Teamwork

Determination

CURRICULUM RATIONALE

It is our aim that you will see and hear:

- Quality learning and teaching which provides pupils with a variety of experiences and opportunities to raise aspirations.
- A motivated learning community who are encouraged to participate in opportunities for leadership at all levels.
- Co-operative working which includes and values the contributions of everyone within our school community
- Happy, healthy, nurtured children with a positive mindset who are proud of themselves, their friends and their school.

In order to develop lifelong learners who can access opportunities to develop within the four capacities, its important our refreshed evolving new curriculum creates these opportunities. Our overhaul of planning teaching and assessment places the child at the centre and embraces contextualised learning linked to our local area, national interests and global events.

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

YEAR: **2026 - 2027**

COURAGE RELATIONSHIPS VALUES RELEVANCE

SCHOOL IMPROVEMENT **PRIORITY**

Peel Primary School

ACTIONS & INDICATORS

PRIORITY:
To adapt our curriculum offer in light of new pending Scottish curriculum to ensure children in our learning community experience engaging, high quality learning and teaching across the curriculum delivered through meaningful and exciting contexts, to allow all children to develop a range of skills for learning, life and work for now and in the future.

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 1**. THESE ACTIONS SHOULD BE EVALUATED AT THE END OF THE TERM 1. **TRY NOT TO CARRY TOO MANY INCOMPLETE ACTIONS INTO TERM 2**

FUTURE ACTIONS ACTIONS:		PLANNED ACTIONS:		SUCCESS/IMPACT INDICATOR:	RAG:
Engage with CIC CPL through the session with the ICHS cluster & Peel P School		1 Staff develop understanding newly emerging Scottish curriculum engaging with CPL opportunities	*All staff* *December 2026*	Teaching staff plan effectively with Pedagogy Pioneers to engage with small tests of change within the classroom	
All staff utilise emerging CIC curriculum plans supported by CPL opportunities		2 Staff continue to trial newly emerging initiatives alongside pedagogy pioneers	*All teaching staff January 2027*	All teaching staff to engage with small tests of change within the classrooms led by CIC LOL Staff Leadership	
Middle Leaders plan for Peel assessment and feedback ICHS Thematic Review		3 Staff review marking and feedback through Jotter monitoring assessing consistency within formative & summative assessment procedures	*All cluster staff* *December 2026*	Post ICHS QI DAY action points for Peel marking and feedback framework created	
		4	*All staff and Numeracy Lead December 2025*		
		5	*All staff* *December 2025*		
BRIEF DESCRIPTION OF POSSIBLE FUTURE ACTIONS, WHICH MAY BE EXPANDED AND BECOME 'PLANNED ACTIONS'		**DETAILED DESCRIPTION** OF ACTIONS TO BE TAKEN IMMINENTLY - **ORDERED BY IMPORTANCE.**		CLEARLY DEFINED MEASURE OF SUCCESS. **ENSURE LEARNER VOICE IS REPRESENTED WITHIN MEASURES.**	REVIEW SUCCESS

YEAR: **2026-2027**

COURAGE RELATIONSHIPS VALUES RELEVANCE

Including the WL assessment framework and exit tickets.

SCHOOL IMPROVEMENT PRIORITY

Peel Primary School

ACTIONS & INDICATORS

PRIORITY:
To continue to improve our curriculum offer to ensure children in our learning community experience engaging, high quality learning and teaching across the curriculum within Numeracy delivered through meaningful and exciting contexts, to allow all children to develop a range of skills for learning, life and work for now and in the future.

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 1. THESE ACTIONS SHOULD BE EVALUATED AT THE END OF THE TERM 1. TRY NOT TO CARRY TOO MANY INCOMPLETE ACTIONS INTO TERM 2

FUTURE ACTIONS ACTIONS:	PLANNED ACTIONS:		SUCCESS/IMPACT INDICATOR:	RAG:
	1 Staff use the established MM progression and continue to engage children in regular, challenging mental maths questions.	*All staff* *December 2026*	Almost all pupils make appropriate progress in daily mental maths tasks. Teaching staff effectively track and monitor data from each session, using this data to responsively plan for all pupils	
All staff use Building Thinking Classrooms pedagogy weekly supported by CPL opportunities	2 Continue CPL – rich tasks, non-permanent vertical surfaces and random groups shared, discussed and implmented in all classes	*All teaching staff October 2026*	Building Thinking Classrooms sessions 1 x weekly across the school evidence capture in BTC Floor books Peel SWAY at all levels	
To develop self and peer assessment within the Mathematical pedagogy.	3 Staff to increasingly use the WL assessment framework and exit tickets.	*All Teaching staff October 2026*	Evidence in QI Visit 1 that almost all pupils are engaging effective questioning planned by staff - 93% of staff will achieve this	
Maths Working walls effectively in place across our school	4 Staff reflect on learning walk data from audit around Maths Working Walls to take actions forward. Peel PS Maths Learning Wall checklist developed with all staff.	*All staff and Numeracy Lead December 2026*	Evidence in QI Visit 1 that almost all pupils are engaging with the Maths and Numeracy Working Wall – 90% across all classes	
To engage with STEM Space project	5 Staff to increasingly use the STEM space lessons 1 x weekly for 16 lessons	*Identified Teaching staff February 2027*	Evidence in data tracking that 5% of identified pupils are increasing attainment in WL trackers	
BRIEF DESCRIPTION OF POSSIBLE FUTURE ACTIONS, WHICH MAY BE EXPANDED AND BECOME 'PLANNED ACTIONS'	DETAILED DESCRIPTION OF ACTIONS TO BE TAKEN IMMINENTLY - ORDERED BY IMPORTANCE.		CLEARLY DEFINED MEASURE OF SUCCESS. ENSURE LEARNER VOICE IS REPRESENTED WITHIN MEASURES.	REVIEW SUCCESS

YEAR: 2026-2027

COURAGE RELATIONSHIPS VALUES RELEVANCE

SCHOOL IMPROVEMENT **PRIORITY**

Peel Primary School

ACTIONS & INDICATORS

PRIORITY:

To continue to improve our curriculum offer to ensure children in our learning community experience engaging, high quality learning and teaching across the curriculum within Literacy delivered through meaningful and exciting contexts, to allow all children to develop a range of skills for learning, life and work for now and in the future.

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 1**. THESE ACTIONS SHOULD BE EVALUATED AT THE END OF THE TERM 1. **TRY NOT TO CARRY TOO MANY INCOMPLETE ACTIONS INTO TERM 2**

FUTURE ACTIONS ACTIONS:		PLANNED ACTIONS:		SUCCESS/IMPACT INDICATOR:	RAG:
Embed the culture of Reading Schools within the school to build upon Gold Accreditation		1 Staff audit current literature within classes and compile new reading lists with desired new books	*All staff* *December 2026*	Roling programme of new reading books for each level with wish lists revisited each term to refresh books at each level	
All staff continue to use Reading placemats to enhance reading opportunities within each stage		2 Literacy Champions audit reading placemats and ensure sufficient scaffolding/supports are in place	*All teaching staff April 2027*	Refreshed Stage examples with rich tasks including digital options developed by April 2027	
Literacy Working walls continue to be effectively in place across our school		3 staff reflect on learning walk data from Circle document audits around Literacy Working Walls to take actions forward.	*All Teaching staff January 2027*	Peel PS Literacy Learning Wall checklist developed with all staff January 2027	
Develop bank of rich Reading Tasks within school curriculum		4 Staff analyse Education Scotland 'Effective Questioning for Assessment in Literacy and engage with a range of rich tasks. professional learning.	*All Teaching Staff December 2026*	QI Visit 1 will show staff using motivating and challenging rich tasks with effective questioning planned by staff - 93% of staff will achieve this	
		5			
BRIEF DESCRIPTION OF POSSIBLE FUTURE ACTIONS, WHICH MAY BE EXPANDED AND BECOME 'PLANNED ACTIONS'		**DETAILED DESCRIPTION** OF ACTIONS TO BE TAKEN IMMINENTLY - **ORDERED BY IMPORTANCE.**		CLEARLY DEFINED MEASURE OF SUCCESS. ENSURE LEARNER VOICE IS REPRESENTED WITHIN MEASURES.	REVIEW SUCCESS

YEAR: **2026-2027**

COURAGE RELATIONSHIPS VALUES RELEVANCE

SCHOOL IMPROVEMENT **PRIORITY**

Harrysmuir Primary School

ACTIONS & INDICATORS

PRIORITY:

Leader of Learning Programme 2026-27 – Inclusive Impactful Pedagogy to meet Learner Needs

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 1**. THESE ACTIONS SHOULD BE EVALUATED AT THE END OF THE TERM 1. **TRY NOT TO CARRY TOO MANY INCOMPLETE ACTIONS INTO TERM 2**

FUTURE ACTIONS ACTIONS:	PLANNED ACTIONS:		SUCCESS/IMPACT INDICATOR:	RAG:
HT & LOL will have developed a clear strategy and plan for implementation and spread of the LOL programme	1 Pre- baseline evidence gathered using QA evidence of learning, teaching and assessment, learner engagement data, attendance data, and staff self-evaluation against inclusive pedagogy themes.	*All LOL staff* *September 2026*	Key areas identified for LOL and Pedagogy p All LOLs complete baseline and post self-evaluation of their classroom practice	
LOL Responsive and intentional approaches (differentiation and adaptive pedagogy)	2 Attend 6 LOL sessions, 3 online coaching meets (30mins) and a sharing event	*All LOL staff* *April 2027*	LOL reports increased confidence in coaching others (PP and other staff) through self-evaluation tools can evidence actions taken from *their own coaching sessions*	
LOL will support pedagogy pioneers to extend their understanding of inclusive, impactful pedagogy to meet needs within their class.	3 PP Work alongside LOL(s) to further enhance own understanding of inclusive, impactful pedagogy	*LOL and PP* *December 2026*	All PPs complete baseline and post self-evaluation of their classroom practice against the inclusive pedagogy themes.	
Staff demonstrating more inclusive pedagogy with measurable improvements for learners.	4 LOL and PP work with identified staff to further strengthen and embed their skills in inclusive, impactful practice in classroom	*LOL & PP Staff* *March 2027*	By March 2027, at least one inclusive pedagogy strategy is adopted consistently across 3 x stages	
	5			
BRIEF DESCRIPTION OF POSSIBLE FUTURE ACTIONS, WHICH MAY BE EXPANDED AND BECOME 'PLANNED ACTIONS'	**DETAILED DESCRIPTION** OF ACTIONS TO BE TAKEN IMMINENTLY - **ORDERED BY IMPORTANCE.**		CLEARLY DEFINED MEASURE OF SUCCESS. **ENSURE LEARNER VOICE IS REPRESENTED WITHIN MEASURES.**	REVIEW SUCCESS

YEAR: **2026-2027**

COURAGE RELATIONSHIPS VALUES RELEVANCE

SCHOOL IMPROVEMENT **PRIORITY**

Peel Primary School

ACTIONS & INDICATORS

PRIORITY:

To continue to improve our curriculum offer to ensure children in our learning community experience engaging, high quality learning and teaching across the curriculum delivered through meaningful and exciting contexts, to allow all children to develop a range of skills for learning, life and work for now and in the future.

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 1**. THESE ACTIONS SHOULD BE EVALUATED AT THE END OF THE TERM 1. **TRY NOT TO CARRY TOO MANY INCOMPLETE ACTIONS INTO TERM 2**

FUTURE ACTIONS ACTIONS:	PLANNED ACTIONS:		SUCCESS/IMPACT INDICATOR:	RAG:
Continue to track Meta Skills Development	1 Analyse QR code Microsoft forms and eto use in P1 to P7 in breakout spaces for meta skill/play experience	*DHT Plus Meta Skill ambassadorsAll* *October 2026*	All IDL planners reflect pupil voice, school map for session progress, pupil learning conversations reflect impact of projects	
Monitor Forward planning to include development of meta-skills	2 Staff plan collaboratively for IDL topics using a range of tools, Link AI support tool	*All Staff* *October 2025*	AIDL planners continue to reflect pupil voice, school map for session progress, pupil learning conversations reflect impact of projects	
Track progress of meta sills and wider achievement through on-line profiling.	3 Staff begin to implement DYW on-line profiles from September 2026	*All P4 to P7staff February*	P4-P7 Staff implement online DYW profiles on my world of work P1-P3 Profiles on Sesaw	
Engage in Young Leaders of Learning training	4 Identified staff and pupils to lead Young Leaders of learners where pupils have an increasingly active voice in leading school improvement	*All staff and pupils December 2026*	Pupil Engagement Scale results Augsust/December and pupil learning conversations	
Continue to develop pupil leadership opportunities across our school	5 Establish refreshed Pupil Playground Leaders to develop key zones in our playground to support health and wellbeing	*Targeted staff and pupils September 2026*	Pupil leadership group consult with all pupils an establish key zones within playground for pupils to play and learn within	
BRIEF DESCRIPTION OF POSSIBLE FUTURE ACTIONS, WHICH MAY BE EXPANDED AND BECOME 'PLANNED ACTIONS'	**DETAILED DESCRIPTION** OF ACTIONS TO BE TAKEN IMMINENTLY - **ORDERED BY IMPORTANCE.**		CLEARLY DEFINED MEASURE OF SUCCESS. **ENSURE LEARNER VOICE IS REPRESENTED WITHIN MEASURES.**	REVIEW SUCCESS

YEAR: **2026-2027**

COURAGE RELATIONSHIPS VALUES RELEVANCE

SCHOOL IMPROVEMENT **PRIORITY**

Peel Primary School

ACTIONS & INDICATORS

PRIORITY:

To continue to improve our curriculum offer to ensure children in our learning community experience engaging, high quality learning and teaching across the curriculum delivered through meaningful and exciting contexts, to allow all children to develop a range of skills for learning, life and work for now and in the future.

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 1**. THESE ACTIONS SHOULD BE EVALUATED AT THE END OF THE TERM 1. **TRY NOT TO CARRY TOO MANY INCOMPLETE ACTIONS INTO TERM 2**

FUTURE ACTIONS ACTIONS:	PLANNED ACTIONS:		SUCCESS/IMPACT INDICATOR:	RAG:
	1			
	2	*All Staff* *August Inset*		
	3	*s* *December 2025*		
	4		*2025*	
	5			

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

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

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

REVIEW SUCCESS

YEAR: **2026-2027**

COURAGE RELATIONSHIPS VALUES RELEVANCE

SCHOOL IMPROVEMENT **PRIORITY**

Peel Primary School

SUPPORTING DATA

PRIORITY:

To adapt our curriculum offer in light of new pending Scottish curriculum to ensure children in our learning community experience engaging, high quality learning and teaching across the curriculum delivered through meaningful and exciting contexts, to allow all children to develop a range of skills for learning, life and work for now and in the future.

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

DATA ANALYSIS STATEMENT:	TRIANGULATING SOURCES: PEOPLE'S VIEWS	DIRECT OBSERVATION	QUANTITATIVE DATA
As the result of focused professional discussion as part of AIS meetings, almost all of our children of children across our school attaining appropriate national levels in Numeracy (90+ %) and staff attitudes survey around the teaching of numeracy and mathematicss, we need to look at key themes which our children continue to struggle with including effective retrieval of information.	*Attitudes Survey*	*QI Observations*	*SNSA P1,P4 and P7 CFE Attainment Data*
Almost all children can still identify the key meta-skills and are gaining in confidence when talking about these skills as part of daily lessons.	*Attitudes Survey*	*QI Observations*	*Pupils will experience All outcomes within EA*
Learning, Teaching and Assessment 2.3 will continue to be validated as very good ensuring we strengthen and maintain this QI standard	*Focus Groups, Learning Walks*	*QI Observations*	*QI Results Overview*
Almost all learners from P5 – P7 report learning is enjoyable, and that they have as say in planning their learning, Increase to almost all learners across our school	*Learning Conversations*	*QI Observations*	*Ethos Survey 2027*
Most learners report positively against all wellbeing indicators, we want to see an increase to almost all across all stages	*Learning Conversations*	*QI Observatins*	*Ethos Survey 2027*

an increase to almost all across our school

(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

SCHOOL IMPROVEMENT **PRIORITY**

Peel Primary School

A CURRICULUM for EXCELLENCE

PRIORITY:

To continue to improve our curriculum offer to ensure children in our learning community experience engaging, high quality learning and teaching across the curriculum delivered through meaningful and exciting contexts, to allow all children to develop a range of skills for learning, life and work for now and in the future.

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

LEARNERS:

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

INDIVIDUALS:

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

CITIZENS:

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

CONTRIBUTORS:

	An enterprising attitude
x	Resilience
x	Self-reliance
x	Communication in different ways and in different settings
x	Work in partnership and in teams
x	Take the initiative and lead
x	Apply critical thinking in new contexts
x	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)

YEAR: 2026-2027

COURAGE RELATIONSHIPS VALUES RELEVANCE

SCHOOL IMPROVEMENT **PRIORITY**

Peel Primary School

QUALITY INDICATORS

PRIORITY:

To continue to improve our curriculum offer to ensure children in our learning community experience engaging, high quality learning and teaching across the curriculum delivered through meaningful and exciting contexts, to allow all children to develop a range of skills for learning, life and work for now and in the future.

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

1.3 Leadership of change

1	Developing a shared vision, values and aims relevant to the school and its community
1,2,3,	Strategic planning for continuous improvement
1, 2, 3,	Implementing improvement and change

2.2 Curriculum

1	Rationale and design
1, 2, 3	Development of the curriculum
1, 2, 3	Learning pathways
1, 2, 3	Skills for learning, life and work

2.3 Learning, teaching and assessment

1, 2, 3	Learning and engagement
1, 2, 3	Quality of teaching
1, 2, 3	Effective use of assessment
1, 2, 3	Planning, tracking and monitoring

3.1 Ensuring wellbeing, equality and inclusion

1, 2, 3	Wellbeing
1, 2, 3	Fulfilment of statutory duties
1, 2, 3	Inclusion and equality

3.2 Raising attainment and achievement

1, 2, 3,	Attainment in literacy and numeracy
1, 2, 3	Attainment over time
1, 2, 3	Overall quality of learners' achievement
1, 2, 3	Equity for all learners

DETAIL ANY OTHER FOCUS QUALITY INDICATOR:

SCHOOL SELF EVALUATION SUMMARY

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

YEAR: **2026-2027**

COURAGE RELATIONSHIPS VALUES RELEVANCE

SCHOOL IMPROVEMENT **PRIORITY**

Peel Primary School

NATIONAL IMPROVEMENT **FRAMEWORK**

PRIORITY:

To continue to improve our curriculum offer to ensure children in our learning community experience engaging, high quality learning and teaching across the curriculum delivered through meaningful and exciting contexts, to allow all children to develop a range of skills for learning, life and work for now and in the future.

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	Improvement in all children and young people's health and wellbeing	Improvement in skills and sustained, positive school leaver destinations for all young people	Improvement in attainment, particularly in numeracy and literacy	Closing the attainment gap between the most and least disadvantaged children and young people
THROUGH	THROUGH	THROUGH	THROUGH	THROUGH
☐	☐	☐	☐	☐

(SELECT X 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**

COURAGE RELATIONSHIPS VALUES RELEVANCE

SCHOOL IMPROVEMENT **PRIORITY**

Peel Primary School

BIGGER PICTURE

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

YEAR2

QI Focus

- *1.4 Leadership & Management of Staff*
- *1.5 Management of Resources*
- *2.1 Safeguarding & Child Protection*
- *2.5 Family Learning*

YEAR3

QI Focus

- *1.1 Self evaluation for self improvement*
- *1.2 Leadership of Learning*
- *2.2 Curriculum*
- *2.4 Personalised Support*

YEAR4

QI Focus

1.3 Leadership of Change

3.3 Creativity & Employment

2.6 Transitions

2.7 Partnerships

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.**

YEAR: **2026 -2027**

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 🔗 to view our PEF Summary and find out more about our use of funding.