West Lothian Council

POLKEMMET PRIMARY SCHOOL IMPROVEMENT PLAN

2026 / 2027

Courage Relationships Relevance Values

Factors Influencing the Improvement Plan

School Factors

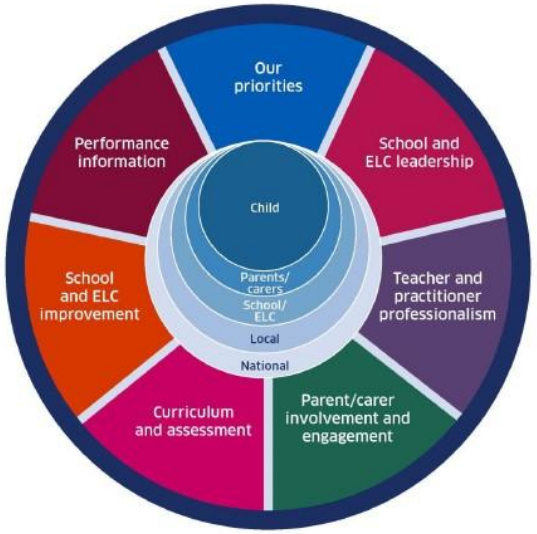
Addressing Action Points identified in school's Self Evaluation procedures
Cluster Improvement Priorities
Equity and PEF Priorities from equity self-evaluation materials 2026

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



Our Vision

'Be all you can be- - Proud to be Polkemmet'.

Our Values

Kindness Perseverance Creativity

Our Aims

Four foundations of agile learning: courage, relationships, values and relevance in all that we do.
Provide inspiring learning environments and high-quality learning experiences.
Forming supportive relationships within our immediate and wider school community.
Fostering a love of lifelong learning amongst our children, families and staff.

Our School Charter

Ready Respect Safe

The Curriculum is the totality of all that is planned for our learners within curriculum subjects, through the four contexts of learning and enveloped within the four capacities.

National Priorities

- Raising Attainment in all learners
- Improving Employability Skills
- Improving Health and Wellbeing

Curriculum Design

- Challenge and enjoyment
- Breadth
- Depth
- Progression
- Personalisation and choice
- Coherence
- Relevance

Curriculum for Excellence

- Benchmarks
- WL Progression Pathways
- 4 contexts of learning
- 4 capacities

NIF Drivers

School Improvement
Self evaluation, pupil voice, pupil leadership

Teacher Professionalism
Leadership roles, CLPL, Collegiate working

Curriculum and Assessment
PUMA, SNSA, PM Benchmarking, Assessment for Learning approaches, Skills passport and profiling

School leadership
Leaders at all levels, planning for change, self-evaluation, sharing information

Parental Engagement
Curriculum evenings, Parental consultations, Class assemblies, Polkemmet Cafe, Parent Council

Performance Information
Data to drive improvements, Tracking and Monitoring, Attendance monitoring

Be all you can be. Proud to Be Polkemmet.

Successful Learners · Confident Individuals · KINDNESS · CREATIVITY · PERSEVERANCE · Effective Contributors · Responsible Citizens

Opportunities for Personal Achievements

Success is celebrated at weekly assemblies through rewards of certificates, raffle tickets and Hot Chocolate. House points and rewards promote and celebrate team working. There are opportunities for all pupil voice to be heard through collaboration groups. Wider achievements for outside school activities are celebrated at assemblies and showcased on our displays. Skills passports and pupil profiling to highlight development and growth.

Ethos and Life of the School as a Community.

Through UNCRC, as a rights respecting school rights are taught, practiced and respected. There are opportunities to engage with our local high school, library and community partners. House captains and pupil leaders ensure pupil voice is captured throughout the school. Parental involvement through Parent Council events, on-line questionnaires, Parent consultations, curricular events and Polkemmet Cafe.

Interdisciplinary Learning

Interdisciplinary Learning is planned through project based learning pedagogy incorporating STEM approaches, ensuring that learning is relevant. This approach ensures equity and inclusivity for our learners whilst celebrating and promoting creativity. Strong partnerships with relevant employers ensure opportunities to explore the workforce.

Curriculum Areas and Subjects

Working alongside literacy deputy headteacher to ensure consistent and effective pedagogies are promoted to all learners. Assessment and moderation calendar ensures robust and accurate measurement. Targeted interventions approaches in maths, literacy and health and wellbeing are provided. Strong partnerships allow multi-agency support and planning to meet the needs of all learners.

Contextual Data Analysis and Rationale for 2026-2027 SIP

School Context: Polkemmet Primary School is situated in an area of high deprivation and is part of the Whitburn regeneration development group targeting improvements in life chances for all children and families. Our Free Meal Entitlement for pupils during 2025-2026, Primary 1-7 was 38%. There are currently 8 classes with one part-time Support for Learning teacher, a nurture teacher, a Principal Teacher and a Head Teacher. The school is supported by a team of six Pupil Support Workers who assist pupils across the school. In the nursery there are two Early Years Officers, one after school care support worker, two part-time pupil support workers. One full-time Administrative Assistant provides clerical and administrative school support.

Health and wellbeing, literacy, numeracy and pupil voice are the core features of the school's improvement work. Our data shows that by the end of P1 the majority of Learners were on track within CfE levels for literacy and maths and numeracy. By the end of P4 the majority of learners achieved the appropriate curriculum for excellence level in literacy, and most learners were on track for mathematics and numeracy. By the end of P7 most of learners were on track to achieve the appropriate curriculum for excellence level in literacy and numeracy and mathematics.

Whole school quintile data (In Scotland whole school quintile data is tracked using the Scottish Index of Multiple Deprivation which ranks each geographic area and splits them into five equal quintiles, Quintile 1 represents most deprivation and Quintile 5, least deprivation.

Our school quintile data is as follows: Quintile 1 = 36% Quintile 2= 34% Quintile 3 = 4% Quintile 4 = 26% Quintile 5 = 0%

What are our universal priorities and what is our 'gap'? Who are our target groups and their barriers to learning?

Our target groups will be identified children who experience barriers in literacy and numeracy, as well as all identified children requiring support to maintain high levels of attendance. 36% of our pupils are Quintile 1 and analysis of our teacher judgement data shows that there is a gap between the attainment in literacy and numeracy of pupils who are in Quintile 1, those who are LAAC (Looked After Children – 3%) and those that are in Quintiles 2-4. 68% of pupils across the school as of June 2026 are on track" for literacy and 76% for numeracy attainment. The barriers to learning here are varied with no single cause, however confidence, mental wellbeing, significant periods of absence and late arrivals and significant multi agency interventions have impacted attainment. Approximately 48.43% of pupils across the school have an identified additional support need. There is scope for improving the experience of all pupils within a highly differentiated and tailored curriculum. Most children report positively about their health and wellbeing and identified individuals and year groups will be provided with additional nurturing intervention to progress and enhance learner's health and wellbeing.

d) **Summary/overview of proposal & non-negotiable outcomes**

We propose to use PEF and devolved funding for additional teaching and non-teaching staff to support whole school and identified pupils nurture, literacy and numeracy interventions. We will continue to improve attendance working in partnership with Inclusion and Support Service, parents/carers and other agencies. Pupil Support Workers (PSW) will be employed to provide focussed literacy and numeracy interventions across the school where the highest level of intervention is required. A PEF appointed part-time teacher will have a strong focus on target groups of identified learners who are in Quintile 1 and LAAC. Targeted interventions will focus on improving the health and wellbeing of pupils alongside raising attainment in literacy and/or numeracy and mathematics. This will involve a multi-agency team approach which will include additional supports such as life skills and outdoor learning to help learners to overcome barriers to learning and raise their aspirations for what they are able to achieve. As part of our targets support, we have our Beehive group where we create a calm, structured and predictable learning environment and a consistent approach to identifying, addressing and supporting children varied and individual needs.

Polkemmet Primary 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 (attendance, behaviour, curriculum) Positive relationships policy to embedded and shared with the whole school community by June 2027. (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 strengthen the health and wellbeing curriculum to support all learners?** How will you support student and staff HWB? How will this reflect the UNCRC (areas within the UNCRC toolkit)? How will this reflect learners at the centre? **Embed positive relationships policy** Embed Promoting Positive Relationships policy to promote daily habits through clear steps, shared ownership and active modelling. Revisit Emotion Works (with Five-Point Scale) Trauma Informed 2 Training to be completed as part of school and cluster improvement plan. To build upon foundational awareness and help staff to recognise trauma patterns, support emotional regulation and apply trauma informed principals in daily practice.	May 2026 Feb'27	How will you baseline where you are in order to measure next steps and impact? Regularly review and analyse data from your measures. All staff will be confident in promoting positive relationships in the classroom, playground and wider learning community – pre and post Forms to gather data to inform responsive planning Planning folders and assessments All learners to fully understand our school positive relationships policy and appreciate our diverse community that meets the needs of all through strengthened pupil voice. Staff have completed Trauma Informed 2 training – pre and post staff questionnaires. .
		Further promote pupil voice Further embed Pupil Voice Group approaches and short-term working parties to Ensure planned, progressive opportunities to support wellbeing and children's rights. To continue to implement and develop Pupil Profiling with the implementation of the Whitburn Profiling Framework.	Oct'26	Action Plans, Assemblies Pupil voice action plans to reflect pupil leadership of change. QA sample of profiles across the school – Seesaw and My World of Work Staff and pupil feedback

		Curriculum Implement curricular approaches to outdoor learning Continue to develop our Team Around the Class approach to ensure consistent, high quality universal and targeted support for all learners **Diversity** Develop a calendar of activities and curricular input to celebrate our school community	May '26 Oct'26 Oct'26	Staff and pupils can talk about how the unique features of the school community inform the design of our curriculum offer Year Plan, forward plans, staff confidence and pupil questionnaires QA timetables
		Attendance Embed attendance policy and partnership working with families	May '26	QA Calendar – monthly monitoring, letters to parents and meetings where required. PEF Plan
Raising attainment for all children and young people through inclusive and impactful pedagogy, with a particular focus on Literacy and Numeracy **For all learners to have a more positive experience in literacy leading to increased attainment.**	☒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?** Building on available data (including CfE levels) outline proposed actions to support and challenge all learners? How will this reflect the UNCRC (areas within the UNCRC toolkit)? How will this reflect learners at the centre?		How will you baseline where you are in order to measure next steps and impact? Regularly review and analyse data from your measures.

For all learners to have a more positive experience in maths and numeracy leading to increased attainment. **(Placing the human rights and needs of every child and young person at the centre of education)**		**Literacy** Update Literacy policies- Reading, Writing and Listening and Talking Review moderation process for Reading, Writing and Listening and Talking Engagement of identified teachers/classes (P4&P5) and SLT with the National Improving Writing Programme. (Children and Young People Improvement Collaborative and Education Scotland) • Improve children's attainment in writing. • Spread a successful Improvement Science writing programme. • Equip class teachers with QI knowledge so they can understand and apply tools and techniques • Develop an infrastructure for successful spread of this work Review spelling programme across the school Review and develop handwriting expectations	Oct'26 Oct'26 June 2027 April '27 June '27	Observations of consistency of use across school. QA sessions Class Observations- includes peer observation CfE class data trackers Run Charts Staff confidence questionnaire pre and post Pupil conversations QA Writing – jotters, journals Teachers' engagement in Cohort 1 sharing event and creation of end of programme poster reflecting progress. Spelling Programme created and in place Staff questionnaire to measure success, Assessment data QA- jotter monitoring
		Maths and Numeracy **Identified Staff BTC lead to engage with cluster BTC meetings** Implementation of key strategies from Building Thinking Classrooms **Professional Learning** Share model lessons during CAT **Classroom Practice** Embed daily thinking tasks **Learner Engagement** Use pupil reflection journals **Learning Environment** Embed maths working walls **Parental Engagement** Implement a bi-yearly home-grid family learning	June'27	Staff confidence survey Pupil Voice survey- engagement and confidence Observations Bank of lessons Forward plans Assessment folders – journals Working Walls Parental feedback

By April 2027, identified staff will have participated in the Leader of Learning programme and will consistently applying inclusive, impactful pedagogy to meet learner needs. **(Placing the human rights and needs of every child and young person at the centre of education)**		• LOLs will attend 6 LOL sessions, 3 coaching meetings, a sharing event, and relevant CLPL to develop knowledge of high-quality interactions (back and forth conversations and sustained shared thinking). (I Do) • LOLs will support the Pedagogy Pioneer to further develop their knowledge, understanding and skills required to consistently deliver high-quality interactions. (We do) • LOL will work with HT and Pedagogy Pioneer to plan and implement spread e.g. Modelling, team teaching, planning with colleagues, supporting enquiring. (You do)		self-evaluations teacher confidence / knowledge ratings on high quality interactions and on their abilities as a leader to improve practice in this area. QA – observations including peer, pupil conversations, sample of jotters
Tackling the attainment gap between the most and least advantaged children (targeted): • Through targeted interventions in literacy and numeracy the majority of our children in Quintile 1 will be making progress in their learning. • Increase and sustain attendance for children in Quintile 1 to above 90% **(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.'* Pupil Equity Funding (1).pdf		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**	☒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?**		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 Planning for sustainable professional learning to build confidence in **curriculum making** (teachers) • Cluster CIC curriculum/school lead to engage with CIC Hub 1 group and support CIC cluster learning dates.	May 2027	Cluster/Hub 1 Group CIC plans Pre-during and post-professional learning self-evaluations practitioner confidence / knowledge ratings

(Placing the human rights and needs of every child and young person at the centre of education)		Planning for sustainable professional learning to confidently lead the process of **curriculum making** (leaders) • Development of a shared understanding of what inclusive curriculum and pedagogy involves. • Use Specific Timebound Aligned and Numeric aims: -By January 2027, almost all staff will demonstrate a shared understanding of curriculum ma -By June 2027, almost all staff will apply this understanding to the four contexts of learning in CfE.		on high quality interactions and on their abilities as a leader to improve practice in this area.
		Phase 2 Planning for sustainable professional learning on **curriculum making** at **school** level (teachers) • Cluster CIC curriculum/school lead to engage with CIC Hub 1 group and support CIC cluster learning dates. Planning for sustainable professional learning on how to lead **curriculum making** at **school** level (leaders) • to contextualise within four contexts of learning • Inclusive and impactful pedagogy will underpin sessions	May 2027	All staff will have engaged in technical frameworks professional learning led by the Curriculum Improvement Cycle leads/Hubs Almost all staff through self-evaluation will show increased confidence in their understanding of curriculum making