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& FACTORS

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

PRIORITY:

Deliver inclusive pedagogy through curriculum making in a relevant, community-connected context, to develop resilient learners supported by profiling and assessment.

(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:

Deliver inclusive pedagogy through curriculum making in a relevant, community-connected context, to develop resilient learners supported by profiling and assessment.



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

SCHOOL (LEARNERS)

Seafield PS is the only school in the village of Seafield. Most learners fall within quintile 3 or 4. The free school meals percentage is 28.30%

Data from the school ethos survey (25/26) indicates learners report variability in the quality of feedback and some pupils lack confidence in how behaviour is addressed. This highlights the need to strengthen inclusive pedagogy through curriculum making, with a sharper focus on profiling and assessment to support engagement and build resilience.

Staff have worked to enhance engagement through professional learning; the next step is to further develop approaches that reflect learner interests and strengthen community connections to improve enjoyment in learning.



STANDARDS AND QUALITY REPORT

[Standards And Quality Report](#)

25.26

LOCAL AUTHORITY & CLUSTER

- *Moving Forward in Your Learning Guidance Literacy and Numeracy West Lothian Priorities, HWB*
- Raising Educational Attainment Strategy 2023-2028 including closing the gap (West Lothian Raising Attainment Strategy)
- *Transforming Your Council*
- Education Services Management Plan
- West Lothian Parental Involvement and Engagement Framework
- Pupil Equity Funding
- Cluster Professional Learning linked to Curriculum Improvement Cycle and Technical frameworks

NATIONAL

- Curriculum Improvement Cycle and Technical Frameworks
- Moderation Cycle and Assessment
- National Improvement Framework/Scottish Attainment Challenge/National Improvement Hub
- Getting it right for every child (GIRFEC)
- Realising the Ambition
- Developing Scotland's Young Workforce
- Achieving Excellence and Equity 2022
- Putting Learners at the centre: Towards a future for Scottish Education
- UNCRC
- Presumption to provide education in a mainstream setting 2019
- Support for Learning: All our children and all their potential 2020



VISION & VALUES

PRIORITY:

Deliver inclusive pedagogy through curriculum making in a relevant, community-connected context, to develop resilient learners supported by profiling and assessment.



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

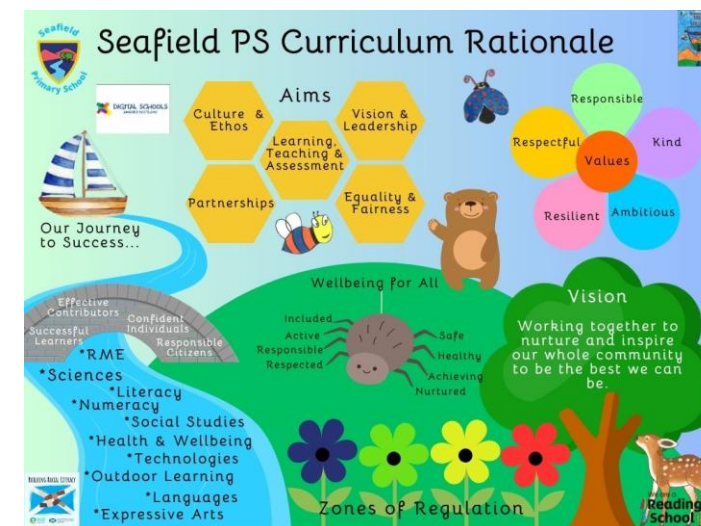
SCHOOL VISION

Working together to nurture and inspire our whole community to be the best we can be

SCHOOL VALUES

Be Ambitious
Be Kind
Be Respectful
Be Resilient
Be Responsible

CURRICULUM RATIONALE



Our overarching priority aims to ensure that inclusive pedagogy and curriculum making meet the needs of all learners within a relevant, community-connected context. This priority will ensure that approaches to learning, teaching and assessment are strengthened through a clear focus on profiling and assessment, supported by professional learning, and will promote greater resilience, engagement and ownership of learning across all learners.

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



SUPPORTING DATA

PRIORITY:

Deliver inclusive pedagogy through curriculum making in a relevant, community-connected context, to develop resilient learners supported by profiling and assessment.



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

DATA ANALYSIS STATEMENT:

Further develop learner voice within curriculum making to ensure learning reflects pupil interests, experiences, and the community.

There is an identified need to ensure that all learners use feedback and assessment to create personal targets and regularly reflect on and share their progress with staff and parents/carers

Strengthen inclusive pedagogy through curriculum making, building on the positive impact of pupil voice, targeted interventions to ensure all learners' needs are consistently met.

Self-evaluation and professional dialogue highlight the need to further develop curriculum making in line with the Scottish curriculum improvement cycle.

TRIANGULATING SOURCES:

PEOPLE'S VIEWS

Learner conversations/Ethos surveys

Pupil Feedback

Staff and parental feedback

National feedback

DIRECT OBSERVATION

Stakeholder engagement/feedback

QI activities

Feedback to support Self evaluation

Engagement in cluster work

QUANTITATIVE DATA

Engagement tracking

Tracking and Monitoring Data

Tracking and Monitoring Data

National data (OECD)

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



Seafield PS

ACTIONS & INDICATORS

PRIORITY:

Deliver inclusive pedagogy through curriculum making in a relevant, community-connected context, to develop resilient learners supported by profiling and assessment.



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:

Develop a consistent whole-school approach to using feedback and assessment evidence

Embed regular opportunities for learners to reflect on, review, and share their progress through profiling.

PLANNED ACTIONS:

1 Review current assessment framework and adapt for each stage/create feedback promise. School Community December 2026

2 All staff to plan for and review profiling opportunities on a termly basis, reflecting Seafield profiling framework guidance and engage in working group. Teaching Staff Termly

3 Share profiling planned termly opportunities (e.g. parent/carer consultations, sharing the learning and digital updates) School staff Termly

4

5

SUCCESS/IMPACT INDICATOR: RAG:

By December, all stages will have an agreed assessment framework and Feedback Promise, with 85% of learners able to explain their next steps in learning.

All staff plan and review profiling opportunities termly, with moderation evidence demonstrating alignment with profiling framework guidance in almost all classes.

Learners share profiling termly, with an increase to almost all parents reporting positively that the school keeps them informed about their child's learning.

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



ACTIONS & INDICATORS

PRIORITY:

Deliver inclusive pedagogy through curriculum making in a relevant, community-connected context, to develop resilient learners supported by profiling and assessment.



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:

Develop use of the Circle resource to support inclusion and wellbeing

Provide targeted professional learning on inclusive pedagogy

Develop play-based approaches across early and first level

Ensure learning is responsive to learner needs, interests, and community.

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

PLANNED ACTIONS:

Audit classroom practice using the Circle resource and use findings to support consistent, targeted approaches to inclusion and wellbeing.



Teaching staff
Dec 26/April 27

Leader of Learning to deliver CLPL focused on inclusive pedagogy, supporting staff to implement inclusive practices consistently across the school.



Teaching staff
Dec-Jan 27

Leader of Learning (ELC) to work collaboratively with early and first level staff to develop play based approaches with a focus on interactions.



Teaching Staff
Jan – March 27

Use collaborative planning to support responsive teaching and map community links across the yearly curriculum overview.



Teaching Staff
Jan –March 27



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

SUCCESS/IMPACT INDICATOR:

All classrooms audited using the Circle resource, with audits evidencing at least two targeted areas showing improvement.

All staff have a greater understanding of inclusive practice with evidence of inclusive strategies implemented consistently across all classes as identified through QA activities .

Play-based approaches evident in early level and most first level classes, with weekly planned play-based learning experiences recorded across targeted stages.

All staff will use consultative planning to plan, implement and evaluate learning, with a yearly overview `mapping a minimum of one community link per term.

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

RAG:

REVIEW
SUCCESS



ACTIONS
& INDICATORS

PRIORITY:

Deliver inclusive pedagogy through curriculum making in a relevant, community-connected context, to develop resilient learners supported by profiling and assessment.



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:

Develop resilience in learners by delivering inclusive, relevant curriculum experiences

PLANNED ACTIONS:

● Deliver the LEANS programme to build awareness of neurodiversity at targeted stages.	All stakeholders Feb 27
● Enhance wellbeing check-ins and support parents/carers with resilience-building, solution-focused approaches.	School Staff By March 2027
●	Parents/Carers May 2027
● Create opportunities for challenge and safe risk-taking in learning.	All staff May 2027
●	

SUCCESS/IMPACT INDICATOR: RAG:

Targeted stages will complete the LEANS programme, with almost all learners able to explain key messages about neurodiversity and inclusion.	●
By March 2027, wellbeing check-ins are embedded in almost all classes on a daily basis, evidenced through tracking, associated interventions and pupil voice evidence	●
Parents/carers report increased confidence in supporting their child's wellbeing and resilience.	●
learning visits show evidence of challenge and risk-taking opportunities in most observed lessons	●
	●

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



SCHOOL IMPROVEMENT PRIORITY



Deans Cluster

ACTIONS & INDICATORS

PRIORITY:

Develop a shared understanding of what inclusive curriculum and pedagogy involve.



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:

By January 2027, almost all staff will demonstrate a shared understanding of curriculum making.

PLANNED ACTIONS:

1	Attend CIC (Curriculum Improvement Cycle) sessions regularly throughout the year, with a focus on curriculum design and implementation.	All cluster staff Ongoing
2	Facilitate regular professional discussions focused on curriculum rationale and design.	All cluster staff June 2027
3		
4		
5		

SUCCESS/IMPACT INDICATOR: RAG:

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	
Staff confidence surveys indicate increased confidence in curriculum making	

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: 2026/27

A CURRICULUM
for EXCELLENCE

PRIORITY:

Deliver inclusive pedagogy through curriculum making in a relevant, community-connected context, to develop resilient learners supported by profiling and assessment.



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

LEARNERS:

3	Enthusiasm and motivation for learning
1	Determination to reach high standards of achievement
2	Openness to new thinking and ideas
1, 2, 4	Use literacy, communication and numeracy skills
1, 2, 4	Use technology for learning
2	Think creatively and independently
3	Learn independently and as part of a group
1	Make reasoned evaluations
2, 4	Link and apply different kinds of learning in new situations

INDIVIDUALS:

1	Self-respect
3	A sense of physical, mental and emotional well-being
2, 3	Secure values and beliefs
1	Ambition
1	Relate to others and manage themselves
3	Pursue a healthy and active lifestyle
1	Be self-aware
1	Develop and communicate their own beliefs and view of the world
1	Assess risk and make informed decisions
1, 2, 3, 4	Achieve success in different areas of activity

CITIZENS:

1, 3	Respect for others
1, 2	Commitment to participate responsibly in political, economic, social and cultural life
1, 2, 3, 4	Develop knowledge and understanding of the world and Scotland's place in it
	Understand different beliefs and cultures
1	Make informed choices and decisions
	Evaluate environmental, scientific and technological issues
	Develop informed, ethical views of complex issues
	Make reasoned evaluations

CONTRIBUTORS:

1	An enterprising attitude
3	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:

Deliver inclusive pedagogy through curriculum making in a relevant, community-connected context, to develop resilient learners supported by profiling and assessment.



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

1.3 Leadership of change

- 1, 2 Developing a shared vision, values and aims relevant to the school and its community
- 1,2,3,4 Strategic planning for continuous improvement
- 1, 2, 3, 4 Implementing improvement and change

2.2 Curriculum

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

2.3 Learning, teaching and assessment

- 1, 2, 4 Learning and engagement
- 2, 4 Quality of teaching
- 2, 4 Effective use of assessment
- 1, 2, 4 Planning, tracking and monitoring

3.1 Ensuring wellbeing, equality and inclusion

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

3.2 Raising attainment and achievement

- 4 Attainment in literacy and numeracy
- 4 Attainment over time
- 1, 4 Overall quality of learners' achievement
- 3 Equity for all learners

DETAIL ANY OTHER FOCUS QUALITY INDICATOR:

2.7 Partnerships



SCHOOL SELF EVALUATION SUMMARY

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



SCHOOL IMPROVEMENT PRIORITY



Seafield PS

NATIONAL IMPROVEMENT FRAMEWORK

PRIORITY:

Deliver inclusive pedagogy through curriculum making in a relevant, community-connected context, to develop resilient learners supported by profiling and assessment.



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



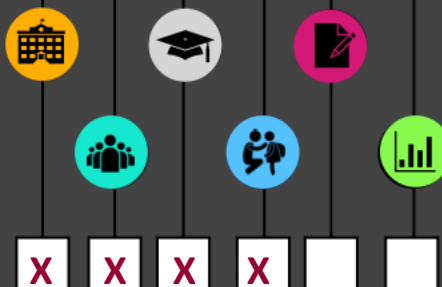
CURRICULUM AND
ASSESSMENT



PERFORMANCE
INFORMATION

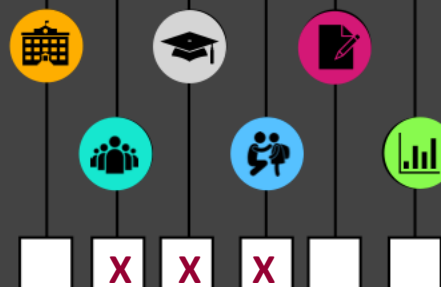
Placing the human rights and needs of every child and young person at the centre of education

THROUGH



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

THROUGH



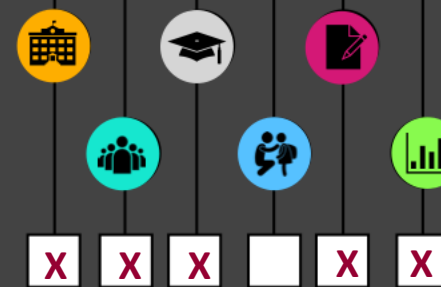
Improvement in skills and sustained, positive school leaver destinations for all young people

THROUGH



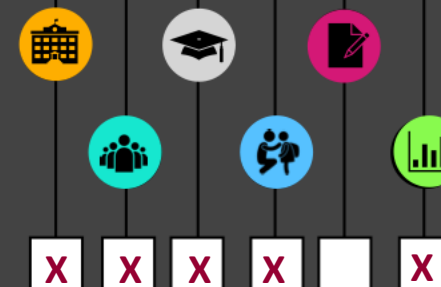
Improvement in attainment, particularly in numeracy and literacy

THROUGH



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

THROUGH



(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: 2026/27

COURAGE RELATIONSHIPS VALUES RELEVANCE



BIGGER PICTURE

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



YEAR2

Continue to embed inclusive pedagogy focused on the how, meeting learners needs

Create outdoor learning school progression to develop greater cohesion across the school

Continue to review assessment guidance as per CIC development

YEAR3

Review expressive arts curriculum to ensure that learner entitlements are being met

Review relevance in line with community partnerships and Social studies

]

YEAR4

Implement the Curriculum Improvement Cycle through the Know-Do-Understand model supported by technical frameworks.

(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 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.



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.