St. Joseph's RC Linlithgow
SCHOOL IMPROVEMENT PLAN

2026 / 2027

Courage Relationships Relevance Values

Factors Influencing the Improvement Plan

School Factors

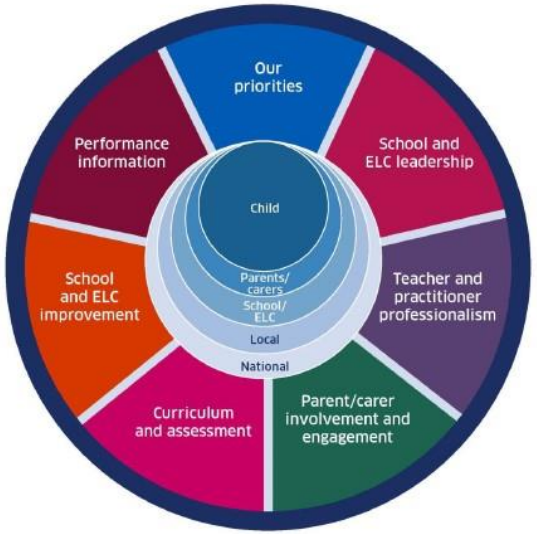
Addressing Action Points identified in school's Self Evaluation procedures.
Cluster Improvement Priorities
Equity and PEF Priorities from equity self-evaluation materials 2026

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



Vision, Values and Aims

Our Vision

Learning for Life, Together in Faith

Here at St. Joseph's, we strive to promote an ethos based upon our Gospel Values and our shared commitment to Lifelong Learning.



Our Values



Our Aims

To build the capacity for successful learners by fostering an ethos of ambition for all learners in an inclusive, safe and nurturing environment.

To build the capacity for confident individuals by developing resilience in every child and promoting confidence, independence and creativity in our learners where individuality is celebrated.

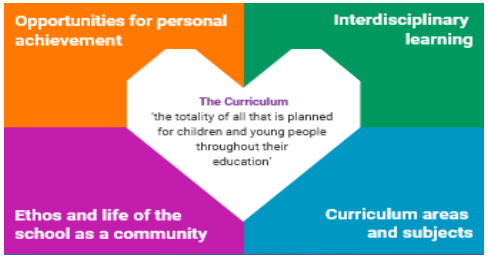
To build the capacity for responsible citizens by creating and nurturing effective partnerships with our families, parish and wider community.

To build the capacity for effective contributors by embedding opportunities to hear our pupil voices and to empower our learners through decision making opportunities to make change and by designing a progressive and relevant curriculum which develops skills for life and meet the needs of all.

St. Joseph's Curriculum Rationale

P7 Leadership Team with action plan who deliver Assemblies, lead pupil participation groups and lunch time clubs.
P7 leading learning through Masterclass programme.
Opportunities for leadership across P1-7 through participation groups linked to SIP priorities.
Achievement Assemblies and St. Joseph's Stars established to celebrate pupil successes.
Online pupil profiles that showcase achievements both in and out of school.
Regular school and class newsletter SWAYs shared to celebrate pupil successes.
Weekly class posts on School Padlet
HT Awards to celebrate successes and achievements.
Wide range of after school and lunch time club opportunities developed following pupil feedback.
Regular opportunities for pupil learning conversations and wellbeing check ins.

Parents as partners – Cake and Curriculum sessions, Stay, Play & Learn sessions, Joseph's Journey opportunities, Parental Consultations, Family Learning opportunities, regular newsletters, E surveys and padlets.
Positive Relationships Policy.
Strong links and participation with Parish Family through Sacramental Programme and charity work.
Pupil leadership committees operating across our school community, impacting positively on our improvement journey.
Effective partnerships developed with local organisations, businesses and charities to support authentic pupil leadership opportunities.
Pupils actively involved in creating ethos, culture and priorities of new Sinclair Cluster
Pope Francis Faith Award Participation in P6 & P7.



Outdoor learning opportunities embedded to extend and promote learning.
Digital learning opportunities embedded across the curriculum and used as an effective home school link using TEAMS & SEESAW.
Meaningful and relevant links to developing the young workforce and high aspirations for all evident in curricular planning and learning experiences, including direct teaching of meta skills.
STEM action plan used as a road map to promote exciting STEM learning experiences through Young Stem Leaders Programme.
Staff working collegiately to develop Project based learning approaches incorporating Learning for Sustainability, which are relevant to the interests, skills and aspirations of our learners.
Strategic development of the IDL curriculum with pupils empowered to influence planning and learning experiences.

High quality learning experiences being consistently delivered.
A collegiate approach to planning to ensure consistency and progression through moderation and assessment.
Embedding motivating and challenging Literacy and Numeracy experiences (including the Building Thinking Classrooms Approach)
A wide range of assessment tools and strategies used to gather evidence about a child's progress in learning and establish clear next steps.
Continue to develop our curriculum to ensure it is meeting the needs of our learners and community through collaborative, research based professional enquiry.
Health and Wellbeing – Responsibility of All

Courage Relationships Relevance Values

Learning for Life: Together in Faith







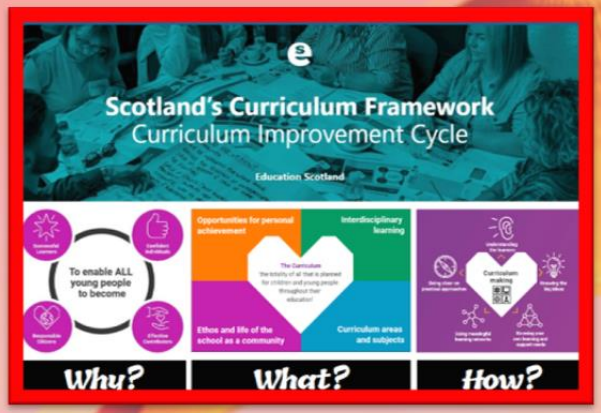














Our curriculum is continuously refined through evidence, learner voice and professional reflection to ensure equity, excellence and meaningful outcomes for every learner.

Courage **Relationships** **Relevance** **Values**

All schools should consistently revisit the curriculum rationale that takes account of the most recent national and local guidance.

Refreshed curriculum rationales should reflect the local authority commitment to Agile Learning /or inclusive and impactful pedagogical approaches prioritising authentic fulfilment of the four capacities and contexts for learning, within the Curriculum Improvement Cycle - The Curriculum Improvement Cycle (CIC) | About Curriculum for Excellence | Curriculum for Excellence | Education Scotland

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

Background

At the heart of our school's approach is having the highest belief and expectations for every learner. The school had a positive validation of its work by WLC in November 2025. The VSE team identified the following key strengths: Across the school, highly positive relationships reflecting shared values create a nurturing and purposeful climate for learning. Children are polite, well-mannered and highly motivated, engaging effectively in learning supported by clear teaching, explanations and instructions. There is a consistently high standard of planning across the four contexts of the curriculum, alongside robust approaches to assessment, tracking and intervention in literacy, numeracy and health and wellbeing, which are supporting strong progress for almost all learners. Most children achieve expected levels in literacy and numeracy, with a minority exceeding these, and almost all make good or very good progress from prior levels. The school's strategic focus on literacy and numeracy is having a positive impact on attainment. Leadership opportunities are inclusive, enabling all children to contribute meaningfully to school and community life, while wider achievement supports skill development. A strong commitment to equity is evident, with staff demonstrating a deep understanding of children and families and responding effectively to their needs.

Our school has continued to build on its strengths by involving staff, learners, parents and partners in ongoing self-evaluation activities. The school serves the communities of Linlithgow, Linlithgow Bridge, Philpstoun and Bridgend. The school role is currently 85 incorporating a 4 class structure in the session. The school currently sits in Decile 9 according to the Scottish Index of Multiple Deprivation (SIMD). The free meal entitlement for P4-7 is 8.2% of the school role with 15% of our pupils being supported by a school clothing grant. The Head Teacher is supported by a Principal Teacher who has one day out of class per week to undertake management responsibilities. In addition, there are 4 class teachers and a Support for Learning Teacher who has two full days allocated to Support for Learning. The school benefits from a P.E. Teacher, Brass Specialist, 4 Pupil Support Workers and 1 Administrative Assistant. A high level of pupil engagement is demonstrated across all classes, and learning is well matched to pupil's needs and interests. The school has established very positive working relationships with parents as partners in learning and this relationship ensures that pupils flourish. Strong relationships are at the core of a very positive school ethos with all staff proactive in promoting positive relationships in the classroom, playground and wider learning community. Attainment in St. Joseph's has remained consistently high with pupils continuing to make very good progress showing great resilience and agility in their learning. A number of effective interventions are in place to support our pupils and have shown a positive impact on learners. Regular Excellence and Equity tracking meetings

ensure that interventions are well planned and delivered to close any learning gaps. The leadership of the school community ensures that all stakeholders have opportunities to develop the school improvement agenda with a clear focus on positive outcomes for learners. The school has received accreditation for the Gold Sports award in recognition of its commitment to sport and fitness across the school community. We also achieved reaccreditation for our Eco schools Award where our excellent practice in growing food for our local foodbank and our sustainable Christmas school Fayre enterprise projects was particularly highlighted. We have also attained Gold Reading Accreditation which highlighted our commitment to creating a literacy rich environment for all our pupils through the promotion of a love for reading. We are a Gold Rights Respecting school demonstrating our commitment as a school community to the promotion of children's rights and pupil voice in the improvement journey of our school. The community of Linlithgow, our parish and our parents and carers are very proud of their school, and we will continue to work in partnership with a range of stakeholders from our local community and beyond to ensure that our young people are given varied opportunities to develop skills for learning, life and work.

Data

Our school values and utilises its data to inform improvements and interventions needed for our learners. Our data shows that overall, attainment in literacy and numeracy is consistently strong with over 85% of pupils in almost all classes attaining appropriate CfE levels in listening & talking, reading and writing with the exception of P4. The school has continued to review and refine its learning pathways across literacy and has observed that despite interventions and the introduction of a whole school approach there is still further scope to develop the writing curriculum, to take into account the individual needs of learners within classes across the school. Our data indicates that tailored interventions at particular stages of the school are required to maintain a consistent focus of developing children's understanding of number and number processes, particularly next session at P5. At first level our data suggests that a small group of children in P4 will require ongoing support with their ongoing vocabulary development and phonetical awareness to further promote their literacy skills and listening and talking abilities to ensure they remain on track.

Our learners through self-reporting and teacher tracking showing high levels of wellbeing across the wellbeing indicators and our now embedded one trusted adult approach and learning conversations help us to support any dips in wellbeing. Our engagement levels remain high across all curricular areas with pupils showing strong digital skills and an increased agility in their learning applying skills across the curriculum again as evidenced below. Within our Pupil Ethos Survey, most pupils reported positively about the work of the school with 98% of pupils reporting feel safe and 100% of learners indicating that they have a One Trusted Adult to support them. 94% of pupils also reported that staff regularly set targets with them and talk to them about how to improve their learning showcasing the success of our regular learning conversations and profiling opportunities as well as the power of effective teacher feedback with 98% of learners indicating that that they feel they are getting on well with their work. 90% of pupils indicated that they had the opportunity to learn about rights and these rights were protected and promoted by the school showcasing our ongoing commitment to embedding our Gold Rights Respecting status. 94% of our learners reported an increased awareness of costs associated with the school day and the school's actions to prevent this becoming a barrier to participation in activities and is reflective of the school's approaches to promoting equity for all. Although all responses are well above the WL response rate we will aim this year to increase learner voice in all aspects of school life.

Engagement	Reading	Writing	Listening & Talking	Numeracy	Maths
Green	96.88%	94.8%	94.8%	95.84%	95.84%
Amber	2.08%	4.16%	4.16%	3.12%	3.12%
Red	1.04%	1.04%	1.04%	1.04%	1.04%

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

Our school is committed to closing attainment gaps and adding value to every child's learning journey. Our identified children experience gaps in their learning due to specific learning barriers and ASN's. Our target groups will be for identified children who experience barriers in literacy and numeracy due to identified and diagnosed ASN's. Our school data also shows that the percentage of pupils with an identified diagnosis or barrier to learning is higher than that of the Local Authority figure. This particularly refers to children with a diagnosis of ASD, dyslexia and social and emotional behavioural difficulties. These children often require increased support to regulate their emotions and readiness to learn. Our PEF planning tool allows us to plan to meet the needs of pupils who have a poverty related attainment gap within the school. Almost all PEF pupils are on track with their learning and are supported to ensure that they are accessing wider school experiences. **PEF pupils not on track have individual interventions to target any gaps.**

Summary/overview of proposal & non-negotiable outcomes

Relationships with children and their families remain central to our plan; we know our learners and work in partnership with them and their families to raise aspirations, confidence and remove potential barriers through a culture of kindness and compassion. We have an identified Pupil Support Worker (PSW) to provide focussed literacy and numeracy interventions across all classes. The CT, SFL Teacher and PSW will focus on small target groups of identified children who have not yet reached the expected level in line with National Expectations. This will involve support for learning work, targeted supports in spelling, phonological awareness, acquisition of reading skills and Numeracy Interventions. Additional measures will also be implemented to support pupil health and wellbeing such as small group nurture setting, mindfulness approaches and outdoor learning sessions. All staff are trained in Trauma informed Practice and Zones of Regulation this session to ensure that pupils feel supported and ready to learn.

Attainment 2025/26						
Class	Reading	Writing	Listening and Talking	Literacy	Numeracy	Maths
P1	100%	100%	100%	100%	100%	100%
P2	100%	100%	100%	100%	100%	100%
P3	94.12%	100%	94.12%	94.12%	94.12%	94.12
P4	100%	80%	100%	80%	80%	80%
P5	100%	100%	100%	100%	100%	100%
P6	100%	84.62%	92%	84.62%	92.31%	92.31%
P7	80.77%	84.62%	88.46%	80.77%	84.62%	84.62%

Curriculum for Excellence Levels 2025-26 – Achievement of expected level at P1, P4 and P7 overtime*

Primary 1	Session 21-22	Session 22-23	Session 23-24	Session 24-25	Session 24-25
Reading	100%	100%	100%	100%	100%
Writing	100%	100%	100%	100%	100%
L & T	100%	100%	100%	100%	100%
Numeracy	100%	100%	100%	100%	100%

Primary 4	Session 21-22	Session 22-23	Session 23-24	Session 24-25	Session 25-26
Reading	92.31%	80.77%	92.31%	100%	100%
Writing	92.31%	76.92%	92.31%	100%	80%
L & T	100%	92.31%	100%	100%	100%
Numeracy	84.62%	80.77%	92.31%	100%	80%

Primary 7	Session 21-22	Session 22-23	Session 23-24	Session 24-25	Session 25-26
Reading	100%	100%	100%	92.3%	80.77%
Writing	93.75%	100%	95%	92.3%	84.62%
L & T	100%	100%	100%	92.3%	88.46%
Numeracy	93.75%	93.33%	100%	92.3%	84.62%

Summary of Attainment Data overtime for 2025/26:

- All children in P1 are on track with all elements of literacy.
- Almost all children in P4 are on track with all elements of literacy.
- All children in P1 & P4 are on track with Numeracy & Maths.
- Some children in P7 are on track with Numeracy & Maths and those not on track received tailored programmes of work to continue for pupils with complex additional support needs in P7 using a miles-stone curriculum pathway.

Summary of Attainment Data P1-7 for 2025/26

- Pupil feedback on BTC approaches has saw pupil enjoyment & participation in Maths improve. Most pupils have achieved expected levels in Numeracy & Maths, but targeted interventions will need to continue with groups in P4, P5 & P7 as they move forward next session to close any gaps.
- Learners in P4 and P6 who have identified additional support needs that negatively impact their readiness to learn will continue with support package.
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Identified Gaps for session 2026/27.

- Targeted interventions for identified pupils in Reading for pupils in p4, P5/P7 next session.
- Writing attainment remains a targeted area for improvement in P5/P7 as we continue to embed genre skills. PSW ongoing support will be timetabled.
- Numeracy interventions are planned to improve numerical fluency for identified learners in P4, P6 & P7 using Dynamo Maths as an intervention tool.
- Majority of PEF learners on track but any not on track will have bespoke packages of support to support any gaps in experiences or learning.
- Significant groups of pupils across our school exceed expected levels of attainment and need challenge activities to stretch and extend their skills.

Saint Joseph's Primary - 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) To strengthen health and wellbeing through inclusive, impactful pedagogy that places human rights and needs of every child and young person at the centre, promotes rights-based practice, and ensures equity and excellence for all. UNCRC Articles: 3, 12, 13, 28, 29	☐School and ELC Improvement. ☒School and ELC Leadership ☒Teacher and Practitioner Professionalism ☒Parental Engagement ☒Curriculum and Assessment ☒Performance Information	**Health and Wellbeing Champion – Eleanor Lawton** **Further embed a Whole-School Culture of Rights, Inclusion and Nurture so that all learners experience a consistent, nurturing, rights-based environment where wellbeing is prioritised, learner voice is central, and inclusion and positive relationships underpin all practice.** • Develop profiling through My world of work to capture children's achievements. • Work with cluster colleagues on Keeping The Promise Award • Staff will participate in the Leaders of Learning and Pedagogy professional development approach. **Strengthen the use Data, Staff Development and Adaptive Planning to Improve Wellbeing Outcomes.** Further embed a responsive, evidence-informed approach to HWB ensures all learners receive timely support, while staff wellbeing and professional learning are prioritised to sustain high-quality provision. • Develop use of **The Circle resources** to support targeted planning for learners. • Strengthen systems to monitor Attendance, Behaviour & Wellbeing indicators. • Continue to embed approaches to tracking and monitoring children's wider achievement to ensure that children understand the skills they have developed through the opportunities they have been provided.	June 2027 September 2026 Ongoing Ongoing September 2026 Termly Ongoing See Link September 2026 June 2027	• All staff will engage in self-evaluation using the UNCRC toolkit, with identified next steps clearly recorded and informing at least one planned action at class, stage or whole-school level. • By June 2027, all learners will have participated in a focus group/committee with evidence demonstrating how learner feedback has informed changes through the Curriculum Improvement Cycle (You said → We did). • By June 2027, almost all pupils track green across the 4 participation arenas. • Wellbeing data shows measurable improvement for targeted learners, with clear evidence that interventions are appropriately targeted, regularly reviewed and effective. 100% of interventions are reviewed termly and adjusted based on data. • Planning for learner wellbeing shows a clear link: Data → Intervention → Review → Impact. • Staff H&WB survey August 2026/June 2027 Almost all staff report positively in response to staff wellbeing questionnaires and can find appropriate sources of wellbeing support for themselves and colleagues. • CLPL - all staff will participate in 2 training sessions on Keeping the Promise. We aim to achieve the KTP Award by June 2027 • Use of data from Boxall Profiles to plan interventions
Raising attainment for all children and young people through inclusive and impactful pedagogy, with a particular focus on Literacy and Numeracy To improve attainment for all learners through embedding inclusive, evidence-informed and high-quality pedagogical approaches, with a targeted focus on	☒School and ELC Improvement ☒School and ELC Leadership ☒Teacher and Practitioner Professionalism ☒Parental Engagement ☒Curriculum and Assessment ☒Performance Information	**Leader of Learning – Alison Taylor Literacy and Play Pedagogy** **Leader of Learning – Carol Grant Numeracy and Maths** **Improve attainment and progression in literacy and numeracy through high-quality, consistent teaching, assessment and data-informed practice.** • Continue to build up Listening and Talking skills through targeted support. • Further embed and refine teaching, assessment and moderation of reading and writing, numeracy and maths across the four contexts of learning, ensuring high levels of engagement and clear evidence of progression		• By June 2027, the majority of learners will achieve expected CfE levels in reading and writing, with moderation evidence demonstrating consistent standards and 90% of learners showing increased engagement in literacy across the four contexts for learning. • By June 2027, 90% of learners will report increased enjoyment of reading, with evidence of regular participation in reading activities (e.g. author events, library engagement), and increased parental engagement evidenced through literacy events and feedback.

raising standards in literacy and numeracy.		• Further develop approaches to support and challenge all learners in Literacy and numeracy through embedding approaches to effective differentiation that meets the needs of individual leaners and continues to allow them to demonstrate success and achievement. • targeted learners participating in the Maths Burst intervention programme will demonstrate improved numerical fluency, confidence and attainment in number processes. • Continue to embed approaches to formative assessment and feedback to children to allow them to confidently know their strengths and next steps and profile their successes and achievements. • Embed consistent, inclusive and high-quality pedagogical approaches (active learning, explicit teaching, feedback, differentiation, IDL, play) across all stages. • Strengthen high-quality questioning and interactions to develop higher-order thinking in literacy and numeracy. **Develop an inclusive, engaging learning culture that promotes reading, learner voice and high levels of participation.** • Sustain and extend a positive reading culture following Gold accreditation, strengthening partnerships with parents, the local library and wider literacy opportunities (e.g. author engagements) • Enhance learning environments to promote reading for enjoyment across the school. • Deepen the impact of Bump It Up Walls and learning walls to: support learner independence, make progression visible and celebrate achievement. • Embed learner voice in planning and evaluating learning, with a clear literacy and numeracy focus. • Develop high-quality play pedagogy across all stages to enhance engagement, inclusion and attainment, particularly in literacy and numeracy.		• By June 2027, QI learning visits will show consistent, effective use of literacy walls in 100% of classrooms, with learner voice evidencing that almost all pupils can explain their progress and next steps in literacy. • By June 2027, the majority of learners will achieve expected CfE levels in Numeracy and Mathematics. • By June 2027, at least 85% of learners participating in Maths Burst and targeted interventions will demonstrate measurable progress from baseline. • By June 2027, almost all learners will be able to discuss their strengths, progress and next steps in Numeracy and Mathematics. • By June 2027, Learner engagement in mathematics will continue to increase through Building Thinking Classrooms, effective differentiation and high-quality numeracy experiences. • By June 2027, Learners exceeding expected levels will experience appropriate challenge and extension opportunities.
Tackling the attainment gap between the most and least advantaged children (targeted): • Target precision teaching to PEF pupils • Target PEF funding to remove barriers to participation in school activities. UNCRC Articles: 3, 12, 13, 28, 29 **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	**Equity Lead - Laura Farrell** *'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 to view our PEF Summary and find out more about our use of Pupil Equity Funding.'* • Further refine the use of tracking, monitoring and professional dialogue to ensure timely identification of gaps, with interventions increasingly responsive, targeted and demonstrating measurable impact on learner progress. • Strengthen the impact of PSW and SfL support through structured, data-informed focus groups in literacy and		• Baseline assessments information August 2026 and action plans for groups/individuals • Daily Wellbeing check ins for all and targeted soft start for identified learners to ensure readiness to learn. • Pupil learning/one –trusted adult conversations to support fluctuations in pupil wellbeing • Parental feedback and engagement in IEP & CPM process • Termly E & E Information and actions • Link to plan

		numeracy, with clear tracking of progress for identified learners. • Embed the consistent use of digital literacy and numeracy tools to support targeted interventions, enabling personalised learning and supporting the closing of attainment gaps. • Extend learning about additional support needs and equity through a progressive assemblies' programme, increasing pupil understanding, empathy and inclusion across the school community.		
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. **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 support curriculum development meeting the needs of all children and young people?** **Leaders of Learning – Alison Taylor, Laura Farrell, Jade Telfer** **Phase 1** Planning for sustainable professional learning to build confidence in **curriculum making** (teachers) Planning for sustainable professional learning to confidently lead the process of **curriculum making** (leaders) **Phase 2** Planning for sustainable professional learning on **curriculum making** at **school** level (teachers) Planning for sustainable professional learning on how to lead **curriculum making** at **school** level (leaders)	Jan 2027 June 2027	• Baseline Questionnaire around staff confidence Curriculum making (CfE design, progression, coherence) in planning and delivery and understanding of CIC August (updates -Jan/June) • Review of planning QI Sampling • Learning visits (consistency and impact) • Learner voice (focus groups/surveys) • All staff will engage in CLPL around CIC to improve confidence. • Leaders of learning will be identified and communities of practice established.
Empower all children and young people to navigate the future economy by embedding meta-skills and My World of Work profiling within inclusive, high-impact learning experiences.		**Digital & STEM Leader of Learning – Jade Telfer** • To transition from SWAY profiling to My World of Work, embedding meta-skills within inclusive, high-quality learning experiences, and strengthening learner progress and achievement through an agile, evidence-informed approach. • Systematically utilise West Lothian's Digital Learning Library to support the consistent planning and delivery of high-quality, inclusive STEM learning experiences, leading to improved engagement, skills development and attainment for all learners. • To develop learners' digital skills and leadership by increasing access to digital tools and enabling pupils to lead and deliver masterclasses, supporting peer learning and an agile learning culture. • To embed inclusive, high-quality STEM learning through participation in Nil by Mouth/STEM Together and the Young STEM Leaders programme, improving learner engagement, developing key skills for learning, life and work, and promoting pupil leadership. • Further link Pupil participation groups & leadership roles to the school's improvement agenda so that pupils voice can positively impact the journey of the school. • To build on renewed Eco Schools accreditation by further embedding Learning for Sustainability across the curriculum, making effective use of outdoor spaces, the outdoor		• Use of profiling through My World of Work to evidence skills growth • increased use of Digital Learning Library resources in planning • Evidence of inclusive and differentiated approaches in STEM lessons • All pupils are able to access learning using digital platforms in TEAMS (P4-7) and Seesaw (P1-3) and can use them to showcase learning successes. • Almost all pupils can name the digital skill that they are developing and can explain how they can use that skill in the future. • Surveys and focus groups highlight learners are more confident, innovative and responsible in their use of technologies. • Pupil. Staff & parental feedback on digital profiling formats. • Classroom observations of pupil engagement in learning which demonstrates STEM/STEAM centred activities (teacher planning/curriculum rationale)

		classroom and the local community to enhance learning experiences. • To embed meta-skills across the curriculum, enabling learners to apply these effectively within their learning and develop skills for learning, life and work. • To strengthen pupils' faith development through meaningful opportunities for celebration and worship, supporting spiritual growth and reinforcing the school's values and community.		• All P7 pupils will participate in faith led transition masses and a retreat with pupils at Sinclair Academy