

SPRINGFIELD PRIMARY SCHOOL IMPROVEMENT PLAN



2025/26



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 Priorities

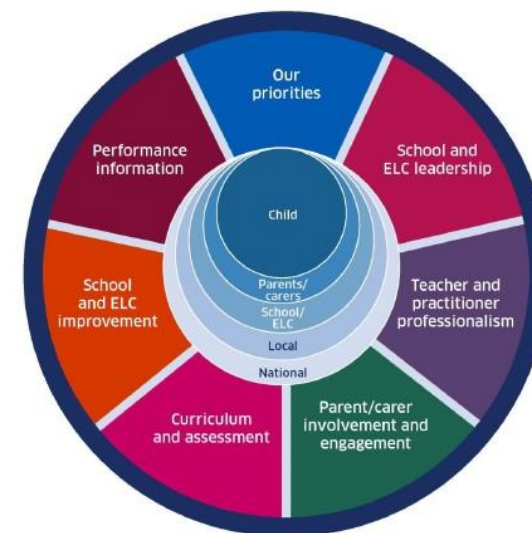
Local Authority Factors

Moving Forward in Your Learning Guidance
Literacy and Numeracy West Lothian Priorities, HWB
Raising attainment, including closing the gap ([West Lothian Raising Attainment Strategy](#))
Transforming Your Council
[Corporate Plan](#)
Education Services Management Plan
West Lothian Parental Involvement and Engagement Framework
Equity Team and additional allocations, Pedagogy Team

National Factors

Moderation Cycle and Assessment
National Improvement Framework / Scottish Attainment Challenge / National Improvement Hub / Raising Attainment for All
Pupil Equity Funding/Equity Audit
How Good is Our School? 4th Edition and How Good is Our Early Learning and Childcare?, National Standard for ELC, Quality Framework for day care of children
Getting it Right for Every child (GIRFEC)
Curriculum for Excellence Refresh
Realising the Ambition
Developing Scotland's Young Workforce
Child Protection Procedures
GTCS professional standards and professional update 2021
Achieving Excellence and Equity 2022: National Improvement Framework and Improvement Plan
Putting Learners at the Centre: Towards a Future Vision for Scottish Education, The Ken Muir report, March 2022.
UNCRC
Presumption to provide education in a mainstream setting 2019

Support for Learning: All our Children and All their Potential (ASL Review) 2020



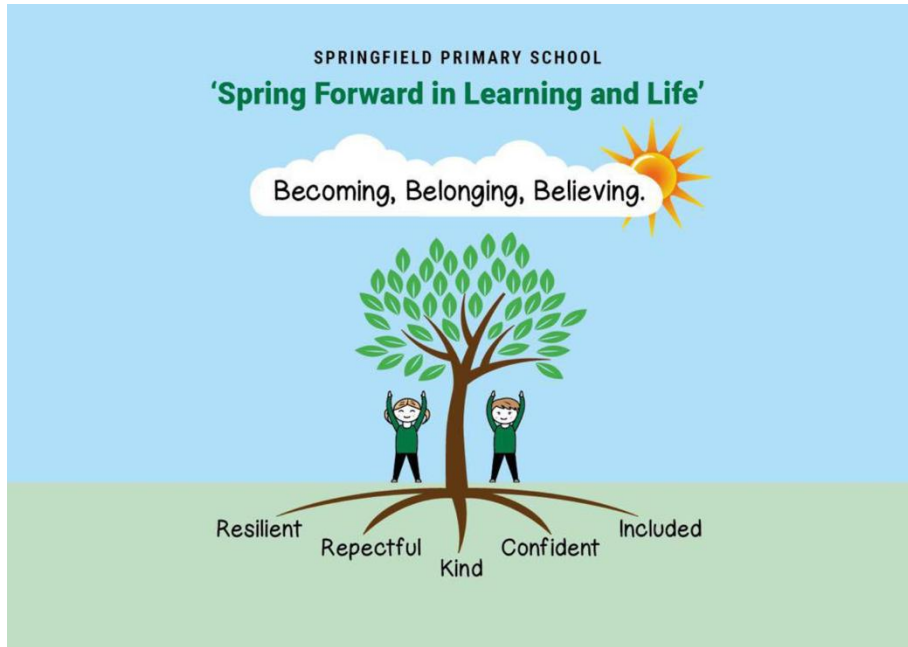
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Vision Values and Aims



Our Values

Resilient, Kind, Inclusive, Respectful, and Confident

Our Aims

At Springfield Primary and Bonnytoun Nursery we aim to:

- Engage, communicate with, and support our learners and their families
- Ensure every child makes progress in their learning, to the best of their ability
- Provide all learners with a strong foundation in literacy, numeracy, and health and wellbeing
- Deliver creative and innovative learning opportunities
- Instil confidence in all members of our learning community

Vision Statement

Springfield Primary and Bonnytoun Nursery is a family community rooted in respect and kindness. Within a positive, nurturing environment, we challenge our young learners to take risks, be courageous, and develop resilience – ensuring they are given the skills and confidence to achieve their dreams.

We firmly believe that every child has the right:

- to an education
- to an education which helps them use and develop their talents and abilities. It should also help them learn to live peacefully, protect the environment and respect other people
- to play and rest
- to a voice, and for adults to take it seriously



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Springfield Primary School Curriculum Rationale

Spring Forward in Learning and Life

'Becoming, Belonging, Believing.'

Based on our core values of **Resilience, Respect, Kindness, Inclusion** and **Confidence** we encourage children to become successful learners, confident individuals, effective contributors and responsible citizens.



Our curriculum is agile, child-centred and is designed around 7 key principles – **challenge and enjoyment, breadth, depth, progression, personalisation and choice, coherence, and relevance.**

We view the term 'curriculum' in its broadest sense, seeing it as all of the experiences that we provide for our children both within the school building, outdoors within our community and further afield. Home learning activities and after-school club opportunities are also an important part of our curriculum allowing children to share their learning at home and take part in and develop new and varied skills and achievements. We understand the importance of our local community as a relevant learning context. We form partnerships to support learning experiences and we teach children about the town that they live in and its place within Scotland and the wider world.

We work to ensure the rights and agency of our children and towards global sustainability goals.

We do this through **4 key contexts**:



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Our curriculum provides children with a solid foundation in Literacy and Numeracy, promotes Health and Wellbeing and develops positive attitudes towards learning. It allows teachers to make links across subject areas and to teach through contexts that are both motivating and meaningful to children and which follow their interests. Our curriculum is carefully planned to be progressive across all curricular areas. We use careful differentiation to support and challenge our learners.

Curriculum areas	Interdisciplinary Learning	Opportunities to contribute to the ethos and life of the school	Wider / Personal achievement
<p>These curricular areas are organisers that set out the learning experiences and outcomes for our children. Each area contributes to the four capacities:</p> <ul style="list-style-type: none"> • Literacy • Numeracy • Health and Wellbeing • Social Studies • Sciences • RME • Expressive Arts • Technologies <p>We use progression pathways to plan coherently so that our children have opportunities to develop the knowledge, skills and attributes they need to adapt, think critically and flourish in today's world.</p>	<p>We plan learning to develop awareness and understanding of the connections and differences across curricular areas. This can be through exploring a theme or an issue, meeting a challenge, solving a problem.</p> <p>We do this by providing a context that is real and relevant, to the learners, the school and its community.</p> <ul style="list-style-type: none"> • Linlithgow focus progression • Focussing on a different SHANARRI indicator each month in curriculum and assemblies • Children learn with and through digital technologies • Play from ELC to P7 • Makerspace Week focussing on Global Goals 	<p>We build a strong ethos at Springfield with shared values of resilience, kindness, inclusiveness, respect and confidence and actively promote and live these. We have a positive learning environment with strong relationships and sense of community and family. We have restorative approaches embedded within our culture.</p> <p>We do this through opportunities such as:</p> <ul style="list-style-type: none"> • P1-P7 Pupil Council • Right Respecting Schools/UNCRC • P1/7, P2/6 Buddies • P6 and P7 Learning Council • JRSOs • Various pupil leadership roles – junior librarians, digital leaders, Mini HWB Champs, 1 Plus 2 Ambassadors, Sports Leaders 	<p>We aim to recognise, celebrate and build on achievements both in and out of school.</p> <p>We recognise each child's uniqueness and provide opportunities in and out of class for achievement:</p> <ul style="list-style-type: none"> • Springfield Springs / House challenge • Spaghetti Chef (Writing) • A wide range of free After School Extra-curricular clubs • Family learning events • P3 Play Leaders • P7 House Captains and Vice Captains • Achievement display boards • Sporting achievements such as Round Table Football Tournament • Various competitions e.g. Jim Clark Writing competition
Permeating the 4 Contexts for Learning			
Health and Wellbeing (GIRFEC) Literacy Numeracy Digital / Anywhere Anytime Learning STEAM		Play pedagogy from ELC to P7 Growth mindset and challenge Ethos and rich links in local community Springfield Suitcase of Skills (Skills for Learning, Life and Work) Developing the Young Workforce	



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Contextual Data Analysis

Background - The context for the learners in our school

We gather a range of data to help us better understand the needs of our learners. Qualitative data is provided through ongoing attainment meetings where staff engage in rich professional dialogue using the Wellbeing Indicators and CFE Benchmarks in literacy, numeracy and health and wellbeing to identify children's needs and plan next steps. Our data is carefully analysed to enable us to know each learner well as an individual and to plan their next steps.

Current Roll August 2025		School SIMD	Continuum of Support	Attainment Picture Across the School – On Track				Engagement	HWB
School	ELC			Reading	Writing	Listening and Talking	Numeracy		
277	66	4.35% SIMD 1-5 17.79% SIMD 6-9 77.17% -SIMD 10 0.75% N/A	26.04% of pupils have an identified additional support need 6.52% of pupils are EAL	93.14%	90.57%	96.14%	95.57%	<ul style="list-style-type: none">- Engagement trackers P1-7 are high which is reflected in attainment data.- Very supportive parent body with high attendance at events.- Parent/carers are keen to support their children at home.- Parent Council & PTA work closely with the school to improve outcomes for all pupils- Achievement and participation in extra-curricular activities is high.- School and ELC has excellent links with local community	<ul style="list-style-type: none">- Termly HWB surveys show almost all children reporting positively against wellbeing indicators- In order to further identify, track and evidence impact, we will look to enhance existing procedures for identifying, monitoring and tracking themes and pupil achievement over time.
Early Years Tracker		Attendance	PEF Funding: £16,871						
Data indicates a need to focus on rhyme, syllables, early writing, numeral recognition & subitising in 25/26		Overall attendance rate is 96.28%							
		FME Aug 2025							
		2.4% in P4-7							



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Springfield 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
<p>Improvement in all children and young people's wellbeing:</p> <p>Further develop a rights-based approach at the heart of planning, decision making and practice</p> <p>All children are supported with their HWB through robust tracking and monitoring, with staff using data effectively</p> <p>Learners and families will benefit from a whole school approach to behaviour and wellbeing which is underpinned by trauma skilled training and restorative practices</p> <p>All children will benefit from an outdoor space that reflects Scotland's Play Strategy (2025-30), fostering an inclusive environment where all children can thrive through play</p>	<p>☑School and ELC Improvement.</p> <p>☑School and ELC Leadership</p> <p>☑Teacher and Practitioner Professionalism</p> <p>☑Parental Engagement</p> <p>☑Curriculum and Assessment</p> <p>☑Performance Information</p>	<p>Tracking and Monitoring</p> <ul style="list-style-type: none"> Embed tracking system for needs, identified through Trusted Adult and Daily Check In conversations, tracking support and impact – all staff using data effectively Further embed monitoring and tracking system in P1-7 to ensure achievement for all, tracking a child's achievement over their time at primary and using data effectively to ensure equity <p>UNCRC</p> <ul style="list-style-type: none"> Establish a UNCRC leadership group (staff, families and children) and create an action plan Rights in Action – monthly rights explored through P4C lessons and incorporated into planning templates & Snapshot for families Create a local/global campaign to raise awareness of rights Focus on wellbeing indicators of respected and included through building racial literacy of children, staff and families – introduce Culture Club <p>Promoting Positive Relationships</p> <ul style="list-style-type: none"> Embed Positive Relationship Policy Visible Consistency 4 - trauma-skilled practice training for all staff Inclusion teacher to work with Educational Psychologist Service and disseminate training on nurture approaches with whole school Co-create family-friendly Positive Relationship policy Embed universal HWB supports (daily check-ins, visual timetables, Trusted-Adult check ins) Family learning sessions on positive relationships e.g. logical and natural consequences <p>Playground</p> <ul style="list-style-type: none"> Engage with Scotland's Play Vision 2025-30 Staff and pupil leadership group established through collegiate sessions and vertical learning groups Audit of existing playground space Introduce 'Play Champions' Consultation of all pupils to design playground zones – developed by leadership group Create pupil friendly risk assessments 	<p>Dec 25</p> <p>March 26</p> <p>Mar 26</p> <p>Sept 25</p> <p>June 26</p> <p>April 26</p> <p>June 26</p> <p>Oct 25</p> <p>Apr 26</p> <p>Apr 26</p> <p>Oct 25</p> <p>Jan 26</p> <p>Dec 25</p> <p>Oct 25</p> <p>Oct 25</p> <p>Oct 25</p> <p>Oct 25</p>	<p>Tracking and Monitoring</p> <ul style="list-style-type: none"> By June 2026: 100% classes capture check-in and Trusted Adult conversations data By Term 4 2026: reduction in repeat amber/red self-reporting in termly Wellbeing Indicator survey vs Term 1 25 baseline All identified pupils from support tracker have supports implemented and tracked impact through 3.2 support meetings Targeted pupil roles show increase in fair representation Based on the tracking system, pupil gaps will be identified and targeted representation and actions will follow <p>UNCRC</p> <ul style="list-style-type: none"> 90 % pupils recognise their rights and can link to Respected/Included indicators. Local/Global Campaign reaches 500 online engagements and 3 community partners by Dec 25. Quality improvement activities show rights language evident in 90 % classes 2.3 planning meetings show that rights are reflected in planning <p>Positive relationships</p> <ul style="list-style-type: none"> 100% staff complete CLPL and rate confidence $\geq 4/5$. Behaviour/support tracker shows 30 % drop in repeat incidents. 80 % families rate new policy & sessions helpful in supporting their child's wellbeing <p>Playground</p> <ul style="list-style-type: none"> 85 % pupils say they feel "safe & included" outdoors (survey Aug 25 - Jun 26) Incident heat-map shows 25 % reduction in conflict hotspots by Jun 26 95 % Play Champions run at least one peer-led activity per term



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<p>Raising attainment for all, particularly in literacy and numeracy(universal):</p> <p>Learners' experiences will be improved through increased consistency in quality learning, teaching and <i>assessment</i> approaches through agreed Visible Consistencies and improved use of data</p>	<p>☑School and ELC Improvement</p> <p>☑School and ELC Leadership</p> <p>☑Teacher and Practitioner Professionalism</p> <p>☑Parental Engagement</p> <p>☑Curriculum and Assessment</p> <p>☑Performance Information</p>	<p><u>PLANNING FOR ASSESSMENT</u></p> <ul style="list-style-type: none"> Engage all staff in professional learning on effective summative and formative assessment practices, including feedback and questioning Further develop a whole-school assessment strategy, outlining key assessment points and agreed summative methods Identify and agree on consistent methods of summative assessment to support tracking of value added in learning and pupil progress over time in Literacy and Numeracy Further promote the use of ongoing formative assessment to identify individual learner progress and improve pace of learning Use a range of moderation activities to strengthen staff understanding of achievement of a level and consistent approaches 	<p>Jan 26</p> <p>Jan 26</p> <p>Oct 25</p>	<ul style="list-style-type: none"> By May 2026, almost all staff will report that they are more confident in using formative and summative assessment strategies after engaging in professional learning By May 2026, almost all staff will report that they are applying formative and summative assessment strategies more consistently and effectively By June 2026, quality improvement activities will show that in almost all classes, formative assessment is used to improve pace of learning and progress for children By May 2026, staff will report an increase in confidence in teacher professional judgment of a level By March 2026, quality improvement activities will show an improvement in consistency of assessment approaches across the school By May 2026, there is a 10% improvement in learner confidence across the school in discussing progress and setting next steps Positive feedback from parents/carers on the quality and clarity of profiling information shared There will be an improvement on the 2024–25 figure, with more than 95% of pupils self-reporting as 'green' for achievement By May 2026, almost all staff report an increase in confidence in using data to inform appropriate planning and support pupil progress and achievement Tracking and monitoring systems will show a range of data being more accurately recorded 3.2 data dialogue session notes will show the positive impact of the professional discussions By June 2026, tracking and monitoring systems will show an increase in literacy and numeracy assessment data for most pupils, ensuring value added from baseline data
		<p><u>CONSISTENT PRACTICES</u></p> <ul style="list-style-type: none"> Further develop a whole-school assessment strategy through learning, teaching and assessment policy, including: <ol style="list-style-type: none"> Clear expectations for effective marking and feedback Consistency in practice across all stages Guidance ensuring valid and reliable evidence of learning Further embed consistent use of learner profiling across all stages, incorporating meta skills 	<p>June 26</p> <p>June 26</p> <p>June 26</p>	
		<p><u>EFFECTIVE USE OF DATA</u></p> <ul style="list-style-type: none"> Build a data-literate staff team, able to confidently analyse and use data to inform appropriate planning and differentiation through support and challenge Devise a tracking format for (HGIOS4) 3.2 data dialogue sessions to support discussions around children's attainment and achievement Facilitate regular 3.2 data dialogue sessions with all staff to promote excellence and equity. Link data discussions to specific interventions, and supports, including equity and ASN considerations Use 2.3 dialogue sessions to support next steps in learning, teaching and planning for assessment Integrate data dialogue into all staff meetings and weekly SLT meetings to ensure it remains central to improvement planning Devise a format to track value added for Golden Thread pupils from P1-S6 Use assessment effectively to inform tracking and monitoring of wider curricular areas through RCCT subjects 	<p>June 26</p> <p>Aug 25</p> <p>Sept 25</p> <p>Sept 25</p> <p>Sept 25</p> <p>Oct 25</p> <p>Oct 25</p>	



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<p>To empower pupils to take a lead role in school improvement by giving them the opportunity to observe, evaluate, and share what makes a positive learning experience—both in their own school and in partner schools</p>	<p> <input checked="" type="checkbox"/>School and ELC Improvement <input checked="" type="checkbox"/>School and ELC Leadership <input checked="" type="checkbox"/>Teacher and Practitioner Professionalism <input checked="" type="checkbox"/>Parental Engagement <input checked="" type="checkbox"/>Curriculum and Assessment <input checked="" type="checkbox"/>Performance Information </p>	<ul style="list-style-type: none"> Identify six P5 pupils (considering fair representation approach) Engage in Pupils Leading Learning programme with other WL schools – one training day and reciprocal visit(s) with another school(s) Pupils from all schools identify an aspect of the curriculum to focus on: observe, evaluate and give feedback to supports school improvement and give authentic pupil voice Pupils work collaboratively with staff to observe learning and teaching, interview pupils and staff, and consider aspects of the school's ethos and environment Pupils reflect on what is working well and what could be further improved Improvement plan created and implemented Work and positive impact to be shared with whole school community 	<p>Sept 25 – training day Jan 2026</p> <p>Jan 2026</p> <p>Jan 26</p> <p>Jan 26</p> <p>From Jan 26 May 26</p>	<ul style="list-style-type: none"> Pupils identified for programme represent broad range: identified PEF pupils, ASN 3 suggestions from pupils from the reciprocal visits will be adopted and implemented, leading to policy or practice changes 100% of pupils and staff who engage in the programme will report on the effectiveness of the programme 100% of children will self-report as having authentic pupil voice in the process Pre and post assessment will show an increase in pupil confidence, leadership and communication using Likert scales Feedback from staff and pupils will show a positive impact the programme has had The class teacher leading the programme will self-report as having developed their leadership skills
<p>Tackling the attainment gap between the most and least advantaged children (targeted):</p> <p>Broaden practitioner and staff knowledge of the financial challenges families face and how schools can make a difference</p> <p>Develop staff capacity to use equity data analysis effectively</p>	<p> <input checked="" type="checkbox"/>School and ELC Improvement <input checked="" type="checkbox"/>School and ELC Leadership <input checked="" type="checkbox"/>Teacher and Practitioner Professionalism <input checked="" type="checkbox"/>Parental Engagement <input checked="" type="checkbox"/>Curriculum and Assessment <input checked="" type="checkbox"/>Performance Information </p>	<ul style="list-style-type: none"> Further deepen understanding and promote supports for COSD with pupils, parents and staff through workshops/drop in sessions/information sharing such as section in newsletter Create a resource guide for staff and parents signposting available financial support, free school meals, uniform grants etc. Create a school equity strategy paper, which highlights rationale and approaches Cost of the school day audit to identify pressure points in school calendar and reduce unnecessary expenses Host local supports/organisations during parental events e.g. local food pantry Organise swishing events aimed at exchanging school uniforms and seasonal attire Establish a school-wide working group to lead conversations on poverty-sensitivity and inclusive practice Deliver focussed CLPL on interpreting SIMD, FME, and attendance data linked to attainment and wellbeing gaps Use data effectively at 3.2 staff meetings to improve outcomes for identified pupils Inclusion teacher (newly created post) to identify and implement supports for care experienced pupils 	<p>Apr 26</p> <p>Oct 25</p> <p>Oct 25 Sept 25</p> <p>Oct 25 and Mar 26</p> <p>Dec 25</p> <p>Oct 25</p>	<ul style="list-style-type: none"> Annual ethos survey in 2025-26 will show an increase in percentage of families reporting the school is helping to reduce day to day school costs Implementation of at least two initiatives that support a reduction in costs for participating families within the school year Staff report greater confidence in supporting pupils and families with COSD from the start of the year Strategy paper developed collaboratively with input from staff, pupils, and parents by October 25 Pre/post-evaluation surveys show an increase in staff confidence in using SIMD, FME, and attendance data meaningfully 100% of staff report more effective use of data to support children from baseline survey <p>PEF planning tool</p>



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		<p><u>Separate Pupil Equity Funding Plan.</u></p> <p><i>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.</i></p> <p>SPS PEF Summary 2025-26</p>		
<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p> <p>Develop a concept-led Social Studies curriculum driven by pupil questions, rooted in Linlithgow contexts, and underpinned by children's rights and anti-racist education</p>	<p>☑School and ELC Improvement</p> <p>☑School and ELC Leadership</p> <p>☑Teacher and Practitioner Professionalism</p> <p>☑Parental Engagement</p> <p>☑Curriculum and Assessment</p> <p>☑Performance Information</p>	<p><u>Social Studies and Building Racial Literacy</u></p> <ul style="list-style-type: none"> • Audit current Social Studies Linlithgow planners with all stakeholders using Breaking the Mould and our concept lens to RAG-rate bias, representation and stereotypes • Deliver whole-staff CLPL on the Social-Studies approach– Concept - Es & Os - Big Question - Context - Community connection • Build a whole-school Concept Pathway (concept–Es & Os map and sample Linlithgow context) and write one six-week consultative planner per stage which incorporates BRL • Staff teach six-week enquiry, collecting pupil work and family comments as evidence • Learning, Teaching and Assessment Pupil Parliament join a See It, Hear It, Feel It walkthrough • Whole school assembly on Social Subjects focus • Staff and pupil moderation session to review evidence and planners, refine questions/resources for next cycle • Introduce concept cafe to increase parent/carers understanding of social studies curriculum 	<p>Dec 25</p> <p>Dec 25</p> <p>Dec 25</p> <p>Feb 26</p> <p>Feb 26</p> <p>Dec 25</p> <p>Jan 26</p> <p>Mar 26</p>	<ul style="list-style-type: none"> • Planning will demonstrate opportunities for collaboration in the community and with partners • Families show increased understanding of social studies curriculum development • 100 % Social-Studies planners audited by Dec 2025 • All staff attend CLPL sessions and report they feel confident writing a concept first, bias aware enquiry rises from baseline 82% amber to 90 % green by June 26 • 100 % classes teach at least one mapped enquiry by Feb 26 • Most pupils can articulate the concepts they are learning in Social Studies and how this links to Linlithgow/partners, rights and anti-racist education • In a P5–P7 sample 70% can explain a concept using more than one viewpoint • 90% of parents that attend the Concept Café (at March parents' evenings) report as better informed about Social Subjects approach



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