

SPRINGFIELD PRIMARY SCHOOL SCHOOL IMPROVEMENT PLAN

2026 / 2027



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Factors Influencing the Improvement Plan

School Factors

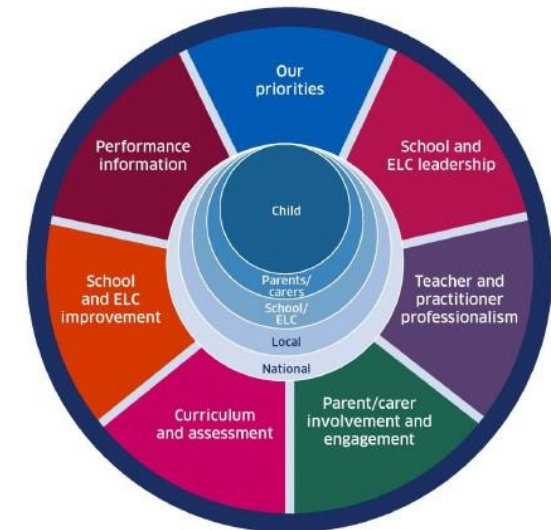
Addressing Action Points identified in school's Self Evaluation procedures
Cluster Improvement Priorities
Equity and PEF Priorities from equity self-evaluation materials 2026

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

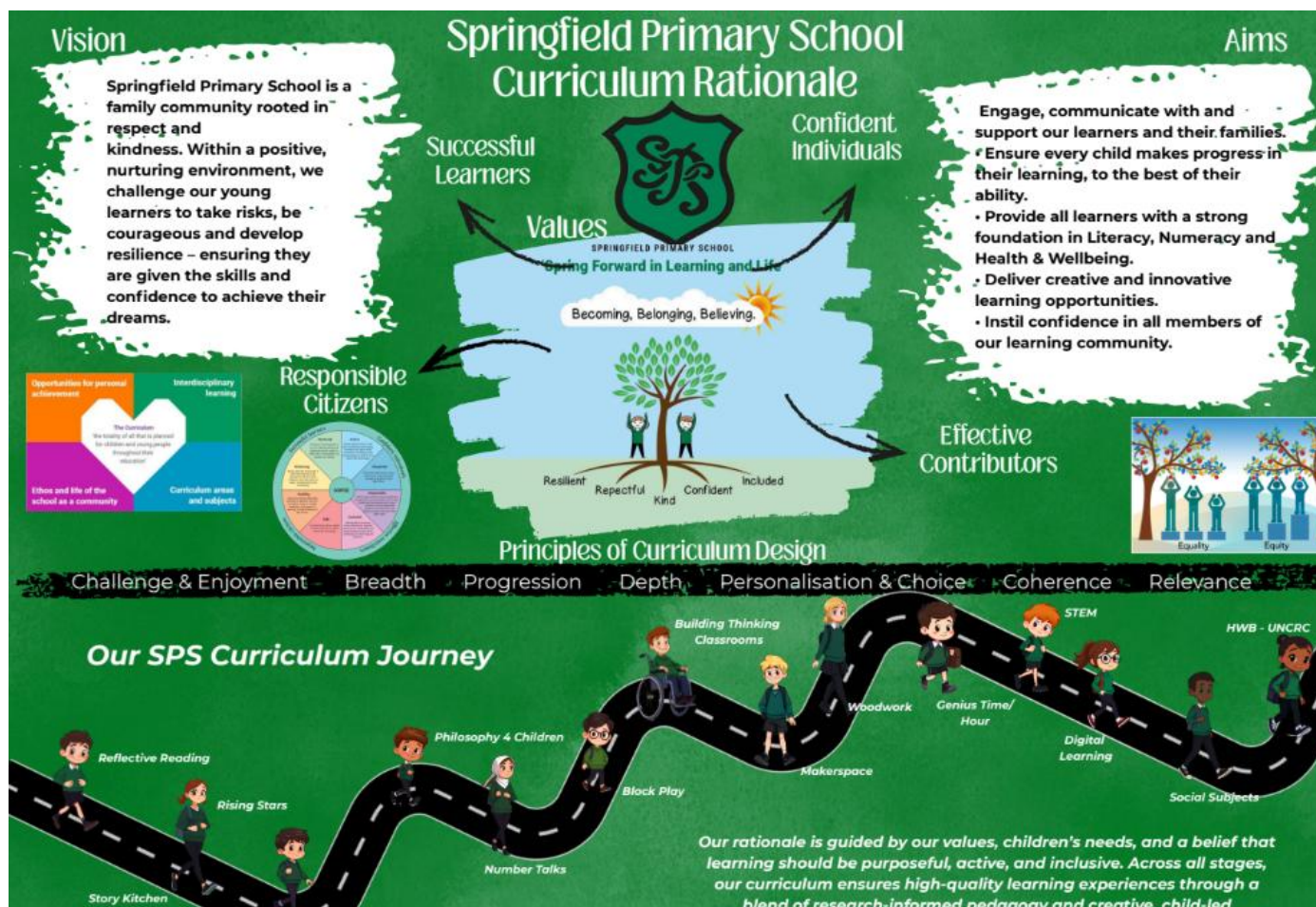


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Contextual Data Analysis and Rationale for 2026/27 School Improvement Plan

a) Background - The context for the learners at Springfield Primary

Springfield Primary is a non-denominational school with a roll of 276 primary children as of June 2026. The school is joined with Bonnytoun ELC, based in a separate building on the grounds. 80.8% of children in school reside in Quintile 5, 13.77% in Quintile 4 and 1.81% in Quintile 2. The school currently has a Free Meal Entitlement of 2.9%. 13.77% of the children in our school have a recognised additional support need.

The school building offers semi open-plan accommodation, opening in 1982 and is attached to a community wing and is well used by a range of groups in the local community. The Senior Leadership Team consists of a HT, two DHTs and two PTs, working as part of a Collaborative Leadership Model over Springfield Primary and Low Port Primary, formed in April 2023.

This session we have 11 classes. There are 19 class teachers and 1 part-time Support for Learning teacher. The school benefits from STEM and Music specialists. Brass and strings music tuition is provided to children from P5-7. Learning and teaching are further enhanced by a team of Pupil Support Workers who support learning in class and in the playground. The team in the school office comprises an Administrative Assistant and Clerical Assistant, both part time. Engagement of learners is high which is reflected in attainment data. The school and ELC have a supportive Parent Council and PTA. We have a supportive parent body and attendance at events is high. Links with the local community permeate the curriculum.

Our aspirational vision, core values and sense of community with all stakeholders continues to be strong and underpins all we do. Spring Forward in Learning and Life 'Becoming, Belonging, Believing.'

b) Data to identify the universal and targeted school Improvement Plan Priorities (SIP)

The key focus for our School Improvement Plan (SIP) this session is to ensure that the needs of all children and young people are met through inclusive and impactful pedagogy. As a result, the entire **SIP is underpinned by inclusive pedagogies and practices**, which are consistently linked to:

- **Health and Wellbeing (HWB) - Theme 1**
- **Learning, Teaching and Assessment – Theme 2**
- **Curriculum – Theme 3**
- **Equity – Theme 4**



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In line with HGIOS4 (QI 2.3, 3.1 and 3.2) and the National Improvement Framework, our focus is on strengthening how effectively we meet the diverse needs of learners to improve attainment, achievement and wellbeing for all.

Theme 1 – Inclusive Practices HWB

Although staff confidence in the effective use of data improved significantly during session 2025–26, there remains a need to build on this progress, with a particular focus on the consistent and purposeful use of Health and Wellbeing (HWB) data. Self-evaluation and quality improvement evidence highlight that staff are increasingly using attainment and wellbeing data to inform practice. However, approaches vary in consistency and depth. There is a clear need to further strengthen staff confidence in analysing a wider range of data sets (including attainment, wellbeing, attendance and equity data) and to ensure this analysis continues to be systematically linked to targeted interventions and measurable outcomes. Additionally, embedding UNCRC and anti-racist, inclusive practice requires a more systematic, data-informed approach. Our focus on an inclusive and impactful approach to pedagogy will strengthen the health and wellbeing offering to support all learners and staff.

Theme 2 – Inclusive Practices Learning, Teaching and Assessment

Quality improvement activities indicate that play based learning is a clear strength across P1–P3, with high levels of engagement and positive learner experiences. However, there is a need to further develop the quality and consistency of play observations and evaluations, alongside strengthening effective differentiation within play, to ensure appropriate support and challenge for all learners.

Quality improvement activities, highlight variability in the quality and consistency of learner feedback and the clarity of next steps. Feedback does not yet consistently enable all learners to clearly understand their progress or how to improve. In addition, parental feedback indicates that 89% of parents/carers feel well informed about their child's learning, identifying a need to strengthen communication to ensure all families can effectively support learning at home. Quality improvement evidence also identified a need to further develop staff confidence and consistency in the use of digital approaches to support inclusive pedagogies.

In line with the National Improvement Framework (2026) and the West Lothian Raising Attainment Strategy (2023–28), these findings have led to a priority focus on improving feedback and progress in learning through a more inclusive approach.

Theme 3 – Inclusive Practices Curriculum

In response to national priorities, we will focus on implementing a refreshed Curriculum Improvement Cycle to ensure our approach to curriculum design is inclusive, responsive and meets the needs of all learners. Within this, we will continue to build on our established strengths, further developing outdoor learning and embedding cross-cutting themes – including digital, anti-racist, inclusion and diversity – to ensure relevance, equity and coherence across learning experiences.



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Theme 4 – Inclusive Practices Equity

Quality Improvement activities, including learning observations, attainment discussions and tracking data, highlight some variation in the application of differentiation and inclusive classroom practices across the school. While there are clear examples of very effective practice, these are not yet consistently embedded across all classes, resulting in variable learner experiences.

Moving forward, we will continue to provide targeted interventions for identified learners through Pupil Equity Funding, while strengthening our focus on high-quality universal provision. We will prioritise the development of staff practice to ensure that inclusive approaches are consistently evident in every classroom, enabling all learners to experience appropriate support and challenge every day. To achieve this, we will utilise the Leaders of Learning programme to build staff capacity through coaching, collaborative planning and professional dialogue. This will support the consistent implementation of inclusive, evidence-informed pedagogy.

c) What are our improvement priorities? - Identified SIP priorities informed by the above data (detail in plan below)

Action plans underpinning the SIP include the Learning, Teaching and Assessment (Leaders of Learning) action plan (alongside individual practitioner plans), UNCRC, PEF, staff health and wellbeing (led by Mrs Wilson), EDI practices (led by Miss Miller), and outdoor learning (led by Miss Devonshire, Mrs Lee and Mr Blair).

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
INCLUSIVE PRACTICES THEME 1 – HWB				
Meeting the needs of all children and young people through inclusive and impactful pedagogy, with a particular focus on HWB Further develop a consistent, whole-school approach to data literacy and inclusive practice to improve outcomes for all learners by embedding robust data analysis, children's rights, and equality within planning, evaluation and decision-making.	☐ School and ELC Improvement. ☒ School and ELC Leadership ☒ Teacher and Practitioner Professionalism ☒ Parental Engagement ☒ Curriculum and Assessment ☒ Performance Information	Effective use of Data - Data Literate Staff - Further embed termly wellbeing data dialogues during 3.2 meetings - using attainment data, HWB behaviour/support trackers, wellbeing indicator check in data, attendance and equity data to identify need, evaluate and track impact UNCRC - Embed children's rights within planning, learning environments and decision-making using UNCRC Action Plan to achieve Rights Respecting Schools Award	Sept 26 Mar 27 June 27	- All teaching staff will engage in termly wellbeing and attainment data dialogues (3.2 grid/meetings - attainment, HWB trackers, SHANARRI indicators, attendance and equity data), evidenced through planning/meeting records and quality assurance - By March 2027, staff will report improved data literacy, with 100% confidently analysing and using data to identify targeted HWB interventions - By June 2027, children's rights will be visible in 100% of learning environments and planning documentation and demonstrated through learner voice and self-evaluation evidence, as evidenced in UNCRC Award - See UNCRC action plan for actions and measures



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(Placing the human rights and needs of every child and young person at the centre of education)		Staff HWB Through a distributive leadership role, staff HWB data will be collated and analysed to create a staff action plan.	Oct 26	By October 2026, a staff health and wellbeing action plan will be developed and implemented based on analysed HWB data, with at least two measurable improvements identified through follow-up survey data.
			Oct 26	HWB survey data will show improvements in staff wellbeing, with increased positive responses across at least two identified indicators.
			Jan 27	See Staff HWB action plan for actions and measures
		Equality, Diversity and Inclusion <u>Ethos and Culture</u> - Conduct self-evaluation on ethos and culture with all stakeholders - Use data to create an action plan with measurable outcomes - Co-construct an Equality and Diversity statement with children, families and staff <u>Curriculum Cross Cutting Theme</u> - Strengthen anti-racist and inclusive practice through staff professional learning - Begin to explore and use of ScotDEC resources - Conduct self-evaluation on curriculum with all stakeholders - Use data to create an action plan with measurable outcomes	June 27	- By June 2027, 100% of planning will demonstrate intentional Equality, Diversity and Inclusion (EDI) - Staff report increased confidence in delivering EDI within planned learning - By June 2027 an Equality and Diversity Statement will be co-created, published and understood by at least 85% of stakeholders - See EDI action plan for actions and measures
INCLUSIVE PRACTICES THEME 2 – LEARNING, TEACHING AND ASSESSMENT				
Raising attainment for all children and young people through inclusive and impactful pedagogy, with a particular focus on Literacy and Numeracy Embed inclusive pedagogy and assessment practices across play, learning and teaching to ensure consistently responsive planning, high-quality learner conversations and improved progress for all learners.	☒ School and ELC Improvement ☒ School and ELC Leadership ☒ Teacher and Practitioner Professionalism ☒ Parental Engagement ☒ Curriculum and Assessment	Play Pedagogy - Provide CLPL on high-quality play pedagogy, focusing on identifying significant learning and appropriate next steps through planning and assessment. - Embed use of curiosity cups to track children’s interests and progression - Facilitate peer moderation and professional dialogue to ensure consistency in planning, observations and judgements of progress.	Oct 26 Jan 27 Mar 27	- By October 2026 quality improvement will show all P1-3 practitioners are using play plans to plan and assess play - By January 2027 quality improvement shows tracking of children has widened access to play opportunities and application of skills through play - By March 2027 staff will report an increase in confidence and ability to plan and assess play



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(Placing the human rights and needs of every child and young person at the centre of education)	☒ Performance Information	Feedback and Progress in Learning • Embed the Jigsaw of Learning as a consistent approach to sharing and celebrating progress with families, strengthening meaningful home school partnerships, including home learning approach and methods to support learning. • Introduce a termly Progress Piece within the Jigsaw to clearly communicate learning focus, progress and next steps, supporting high-quality learner conversations and informing targeted differentiation. • Deliver CLPL for staff, pupils and parents to develop a shared understanding of effective feedback and high-quality learner conversations, enabling clear identification of progress and next steps. • Strengthen the use of assessment evidence (prior, during and after learning) to inform responsive planning and ensure appropriate support and challenge for all learners. Digital • Staff CLPL on digital approaches to inclusive curriculum pedagogy, enhancing learning and teaching and supporting improved learner progress.	April 27 April 27 Mar 27 Mar 27 Mar 27 Mar 27	• Families report an increase in the Ethos Survey from 89.36% that the school keeps them well informed of their child's progress • There is an increase in the Ethos Survey from 91.49% where parents report that information about their child's learning reaches them at the right time. • By March 2027, quality assurance evidence will show that all staff consistently use feedback and next steps effectively during learner conversations and to track learner progress (Progress Piece) • By March 2027, pupil focus groups will show an increase from baseline to 90% of learners will confidently articulate their progress and next steps in learning. • Staff, pupils and parents/carers report an increase in confidence in engaging in high-quality dialogue around learner progress and next steps • By March 2027, effective use of assessment will result in an increase from baseline, with 90% of planned learning appropriately matched to support and challenge, evidenced through improved engagement, progress and learners' ability to articulate their learning. • By March 2027, staff will report an increase in confidence to use digital tools to support and enhance learning
Meeting the needs of all children and young people through inclusive & impactful pedagogy, with a particular focus on curriculum making Embed a progressive model of collaborative professional learning to build and sustain inclusive, responsive pedagogies in learning, teaching and assessment, ensuring consistent high-quality practice that meets the diverse needs of all learners and improves engagement, attainment and learner outcomes.	☒ School and Improvement ☒ School and Leadership ☒ Teacher and Practitioner Professionalism ☒ Parental Engagement ☒ Curriculum and Assessment ☒ Performance Information	<u>MFIL Strand 2 – The How Strategic Leadership of Leaders of Learning Programme</u> By September 2026 the HT and LOL will have developed a clear strategy and plan for implementation and spread of the LOL programme to improve consistency and quality of inclusive & impactful pedagogy to meet learner needs. By October 2026, Leaders of Learning will strengthen their practice in inclusive, impactful pedagogy focusing on responsive approaches, play and learner voice using reflection and self-evaluation to improve learning, teaching and assessment. By December 2026, Leaders of Learning will build the capacity of Pedagogy Pioneers through coaching, joint planning and team teaching, resulting in strengthened understanding and consistent use of inclusive, impactful pedagogy to meet learners' needs.	 Sept 26 Oct 26 Dec 26	• See LOL Action Plan and individual practitioner plans Overall measure of success: • By March 2027, targeted tracking of identified Golden Thread learners and PEF pupils will show measurable improvement from baseline in engagement, attainment and learner voice demonstrating the impact of collaborative practice, professional dialogue and inclusive pedagogical approaches.



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		By March 2027, Leaders of Learning and Pedagogy Pioneers will build the capacity of identified staff through coaching, joint planning and team teaching, resulting in consistent use of inclusive, impactful pedagogy to meet learners' needs. They will contribute to evaluation and sharing of practice by gathering evidence of impact (e.g. learner engagement, progress, learner voice) and sharing this with colleagues and at whole-school events.	Mar 27	
INCLUSIVE PRACTICES THEME 3 – CURRICULUM				
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) Develop a coherent approach to outdoor learning, play and climate education to enhance learner engagement, wellbeing and skills.		<u>MFIL Strand 3 – The What underpinned by Strand 2 – The How</u> <u>Phase 1 - Understanding and Confidence</u> 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) - All staff to attend central collegiate CLPL focusing on the Curriculum Improvement Cycle and curriculum making. - All staff will engage in ongoing professional dialogue and collaborative reflection on interpreting frameworks and understanding progression pathways. <u>Phase 2 – Application and Impact</u> 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) - Apply frameworks to curriculum planning - Embed collaborative curriculum making - Strengthen leadership of curriculum making <u>Outdoor Learning</u> Through distributed leadership: - Create and introduce a whole-school policy for outdoor learning, play and climate education - Deliver targeted staff CLPL (including fire pit training) and create a shared resource area - Embed outdoor learning experiences across stages (class projects, polytunnel, P1–P7 buddy learning) - Strengthen professional dialogue through staff meetings and 2.3 support sessions	June 27 June 27 June 27 June 27 Dec 26 June 27 June 27	- By June 2027, 100% of staff will engage in CLPL linked to the Curriculum Improvement Cycle and participate in collaborative curriculum development - By June 2027, 100% of staff will report improved confidence and understanding of the Curriculum Improvement Cycle technical frameworks and curriculum making - By June 2027, 100% of staff will report an increased understanding of application of the Curriculum Improvement Cycle technical frameworks - By June 2027, all classes deliver regular (at least fortnightly) outdoor learning experiences - By December 2026, all staff complete CLPL and report increased confidence in delivering outdoor learning - By June 2027, all stages evidence at least one planned outdoor learning project - By June 2027, 90% > of pupils report positive engagement in outdoor learning



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		- Engage parents and community partners to contribute time, skills and expertise - Develop outdoor learning risk assessments to support safe, sustainable practice	April 27	- By April 2026, policy and risk assessments are in place and used across the school - See Outdoor Learning action plan
INCLUSIVE PRACTICES THEME 4 – EQUITY				
Tackling the attainment gap between the most and least advantaged children (targeted): Improve outcomes for learners experiencing barriers to learning through early identification, targeted support, and consistently applied universal inclusive pedagogy, supported by rigorous evaluation of impact. (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	<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> <i>Please follow this link to view our PEF Summary and find out more about our use of Pupil Equity Funding.'</i>		Documented in PEF Plan



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