LOW PORT PRIMARY
SCHOOL IMPROVEMENT PLAN

2025/26

Factors Influencing the Improvement Plan

Courage Relationships   Relevance   Values

School Factors

Addressing Action Points identified in school's Self Evaluation procedures

Cluster Improvement Priorities

Equity Priorities

Collaborative Leadership Model

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

Coronavirus (COVID-19): Guidance on reducing the risks from COVID-19 in school

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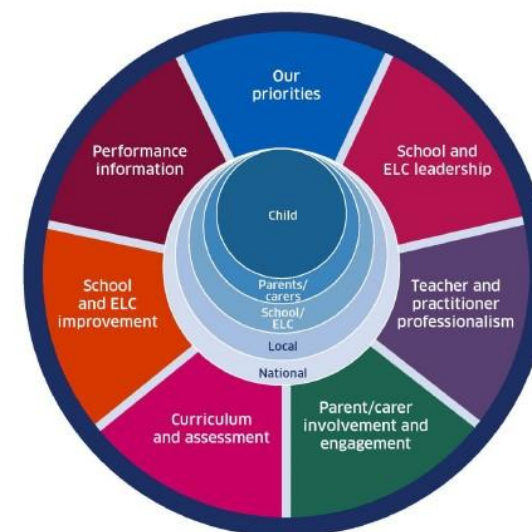
Courage Relationships   **Relevance**   **Values**

Low Port Primary

At LPPS we demonstrate.....

Respect   Resilience   Integrity   Inclusion

Our Vision is...

"to inspire and empower every member of our school community to reach their full potential, fostering a love for learning"

Courage Relationships   Relevance   Values

Our Curriculum

Opportunities for personal achievement

- ✓ House and Vice Captains
- ✓ Pupil Parliament roles across five HGIOURS themes
- ✓ Buddies and Chums Programmes
- ✓ House Point System in line with recognition of school values
- ✓ Individualised positive recognition systems within each classroom linked to UNCRC and Class Charters
- ✓ Profiling and target setting systems (developing across session 23-24

Interdisciplinary Learning

- ✓ Rich outdoor learning opportunities within local context (Rigg/Peel/Loch/Canal/Palace)
- ✓ STEM (Science/Technology/Engineering and Maths)
- ✓ Learning for Sustainability and Global Goals
- ✓ Skills development (Focus on Metaskills)
- ✓ Home learning approaches and guidance

The Curriculum 'the totality of all that is planned for children and young people throughout their education'

- ✓ Rights Respecting Schools
- ✓ Trusted Adult approach
- ✓ Pupil leadership opportunities through Pupil Parliament
- ✓ Collaborative School Model
- ✓ House Points system reinforcing school vison, values and aims
- ✓ Local Partnership working (for example – Burgh Beautiful, Rangers service, Active schools, Library and Museum)
- ✓ Rights Respecting Schools
- ✓ Family and Community Learning Events

- ✓ Focus on attainment and assessment
- ✓ Low Port Reading Week – Reciprocal Reading strategies
- ✓ Number Talks
- ✓ Nurture
- ✓ Measured interventions
- ✓ SWST and Letter land Phonics and Spelling programmes
- ✓ PM Writing approaches

Ethos & life of the school as a community

Curriculum areas & subjects

We are a **Reading School** Gold

RIGHTS RESPECTING SCHOOLS — unicef UNITED KINGDOM

sportscotland **SCHOOL SPORT AWARD**

Eco-Schools

getting it right for every child

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

Contextual Data Analysis and Rationale for 2025/26 School Improvement Plan

a) Background - The context for the learners in our school

The Head Teacher has been in post since April 2023 and is part of a Collaborative Leadership Model. The model has allowed for the leadership team to grow from One Head Teacher and one Principal Teacher to a Head, two Deputes and two Principal Teachers who work over both Low Port Primary and a neighbouring school, Springfield Primary. Both Deputes were appointed at the end of the 2023-24 session and started in post in August and September 2024. One Depute is predominantly based at each school. This strength within the model has allowed for a Senior Leadership Team with a wide range of skills and experiences, benefitting both school communities under the new model.

In 2025/26, our school roll will be 192 pupils with 8 classes. This comprises two straight, small P1 classes and a single class at each stage in P2-7. Three new teachers will join our staff team, one being a probationer.

At the heart of the school's approach is having the highest expectations and belief for every learner. Our school is built on empowering staff, learners, parents and partners and we do so in ongoing self-evaluation and leadership activities and opportunities. Due to our robust self-evaluation around our improvement priorities for this session, our staff team know the direction of the school and are committed to change to ensure continuous improvement for all learners.

The school fosters high quality relationships with the Cluster Schools, Quality Improvement Partnership schools, local community partners the wider community through the RIC. The school has a very supportive parent body. The Parent Council (known as Friends of Low Port Primary School) are actively involved in the life of the school and continue to offer a very high level of commitment and support. Working together in partnership, we are proud to say that we meet the needs of all learners.

The school benefits from the extensive opportunities provided by the surrounding environment and staff are encouraged to utilise this to facilitate outdoor learning and teaching, whenever possible.

In order to support out of school provision, the school runs a Breakfast Club before school, as well as an Out of School Club afterwards, both of which are very well attended by a number of our pupils.

Low Port 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
Improvement in all children and young people's wellbeing:				
Improvement in all children and young people's wellbeing: Further develop a rights-based approach at the heart of planning, decision making and practice All children are supported with their HWB through robust tracking and monitoring, with staff using data effectively Learners and families will benefit from a whole school approach to behaviour and wellbeing which is underpinned by trauma skilled training and restorative practices 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 *(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	**Tracking and Monitoring** • Further embed tracking system for needs identified through Trusted Adult and Daily Check In conversations, tracking support and impact, using data effectively • Further embed monitoring and tracking system from P1-7 to ensure achievement for all, tracking a child's wider achievement over their time at primary **UNCRC** • 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 & newsletter for families • Create a local/global campaign to raise awareness of rights e.g. litter picking **Promoting Positive Relationships** • Embed Positive Relationship policy • Trauma-skilled practice training for all staff • 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. **Playground** • 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	Dec 25 March 26 Mar 26 Sept 25 June 26 April 26 Oct 25 Apr 26 Oct 25 Apr 26 Jan 26 Dec 25 Sept 25 Oct 25 Oct 25 Dec 25	**Tracking and Monitoring** • By June 2026: 100% classes capture check-in/Trusted Adult conversations data daily. • By June 2026: reduction in repeat amber/red self-reporting in Wellbeing Indicator vs Sept 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 **UNCRC** • 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 **Positive Relationships** • 100% staff complete CLPL and rate confidence ≥ 4/5. • Behaviour/support tracker shows 30 % drop in repeat incidents • 80 % families rate new policy & sessions helpful in supporting their child's wellbeing **Playground** • 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

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

Raising attainment for all, particularly in literacy and numeracy(universal):			
Learners' experiences will be improved through increased consistency in quality learning, teaching and assessment approaches through agreed Visible Consistencies *(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 ☒School and ELC Improvement ☒School and ELC Leadership ☒Teacher and Practitioner Professionalism ☒Parental Engagement ☒Curriculum and Assessment ☒Performance Information	**PLANNING FOR ASSESSMENT** • Engage all staff in professional learning on effective summative and formative assessment practices, including feedback and questioning Jan 26 • Further develop a whole-school assessment strategy, outlining key assessment points and agreed summative methods Jan 26 • 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 Oct 25 • Further promote the use of ongoing formative assessment to identify individual learner progress and improve pace of learning Jan 26 • Research assessment approaches that enable learners to demonstrate application of knowledge and skills across different contexts and curricular areas June 26 • Use a range of moderation activities to strengthen staff understanding of achievement of a level and consistent approaches June 26 **CONSISTENT PRACTICES** • Further develop a whole-school assessment strategy through learning, teaching and assessment policy, including: • 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 June 26 **EFFECTIVE USE OF DATA** • Build a data-literate staff team, able to confidently analyse and use data to inform appropriate planning and differentiation through support and challenge June 26 • Devise a tracking format for (HGIOS4) 3.2 data dialogue sessions to support discussions around children's attainment and achievement Sept 25 • 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 Sept 25 • Use 2.3 dialogue sessions to support next steps in learning, teaching and planning for assessment Sept 25 • Integrate data dialogue into all staff meetings and weekly SLT meetings to ensure it remains central to improvement planning Sept 25		• 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

Courage Relationships   Relevance   Values

		- 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	Oct 25 Sept 25	
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		- 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	Sept 25 – training day Jan 26 Jan 26 Jan 26 From Jan 26 May 26	- 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

Tackling the attainment gap between the most and least advantaged children (targeted):

Broaden practitioner and staff knowledge of the financial challenges families face and how schools can make a difference Develop staff capacity to use equity data analysis effectively *(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	- 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 etc. - 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	Apr 26 Oct 25 Oct 25 Sept 25 Dec 25 Oct 25	• 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 from the start of the year • 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

		- Use data effectively at 3.2 staff meetings to improve outcomes for identified pupils Separate Pupil Equity Funding 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.* *LPPS PEF Summary 2025-26*		PEF planning tool

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

Children will further develop meta-skills, applying them across learning *(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	• Further embed meta-skills development within lesson structures to enhance Visible Consistency 2 and ensure ongoing progression • Coordinate a joint career event with Springfield Primary School to broaden pupil aspirations and strengthen inter-school collaboration • Integrate meta-skills into Home Learning tasks to reinforce their relevance beyond the classroom and support skill-building at home • Include a dedicated 'Skills Focus' section in the Big Picture shared with parents, highlighting key meta skills being developed and how they connect to real-life contexts	Apr 26 Dec 25 Oct 25 Oct 25	• Almost all observed lessons show consistent use of shared meta-skills language and strategies • In pupil focus groups, almost all learners can name at least one meta-skill and explain how it helps them learn • 100% of teaching staff report increased confidence in embedding meta-skills (via professional dialogue and survey) • 80%+ of pupils report feeling more informed about different jobs and how meta skills apply to them (via pre/post-event survey) • 100% of Home Learning tasks across stages include a meta-skills link by Term 2 • 100% of Big Picture documents include a Skills Focus section from Term 2 onwards

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