



CONTEXT & FACTORS

PAGE 2

VISION & VALUES

PAGE 3

SUPPORTING DATA

PAGE 4

ACTIONS & IMPACT

PAGE 5-8

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

PRIORITY:

Learners will benefit from an innovative and progressive curriculum that develops and tracks skills for life and that is underpinned by strong shared values

(THIS PRIORITY WILL BE BROKEN DOWN INTO SEPARATE ACTIONS. ATTEMPT TO ARTICULATE AN OVERARCHING PRIORITY)

ELC ACTION PLAN

PAGE 13

PEF STATEMENT

PAGE 14

CURRICULUM for EXCELLENCE

PAGE 9

QUALITY INDICATORS

PAGE 10

NATIONAL IMPROVEMENT FRAMEWORK

PAGE 11

BIGGER PICTURE

PAGE 12

*ALL SCHOOLS HAVE A SEPARATE PUPIL EQUITY FUNDING PLAN TO ENSURE THAT CHILDREN AND YOUNG PEOPLE AFFECTED BY POVERTY ACHIEVE THEIR FULL POTENTIAL. FOCUSSED ON TARGETED IMPROVEMENT ACTIVITY IN LITERACY, NUMERACY, AND HEALTH AND WELL-BEING



CONTEXT & FACTORS

PRIORITY:

Learners will benefit from an innovative and progressive curriculum that develops and tracks skills for life and that is underpinned by strong shared values



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

SCHOOL (LEARNERS)

All learners at Beatlie from 3-18 are working at the pre-early level of the curriculum.

Pupils are supported to make progress in foundation skills such as communicating a message, anticipation, sharing attention.

Work has been undertaken to identify key outcomes based on a life skills approach that will support pupils to become successful learners, confident individuals, effective communicators and responsible citizens in a way that is meaningful and relevant to them.

Post school destinations are planned in partnership with Adult Services requiring a social work package of support.

 STANDARDS AND QUALITY REPORT

LOCAL AUTHORITY & CLUSTER

Moving Forward in Your Learning Guidance

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

Secondary annual Raising Attainment plan

NATIONAL

Pupil Equity Funding/Equity Audit

National Improvement Framework .

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 , Pre-early level milestones (Education Scotland)

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



VISION & VALUES

PRIORITY:

Learners will benefit from an innovative and progressive curriculum that develops and tracks skills for life and that is underpinned by strong shared values



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

SCHOOL VISION

To ensure a nurturing, inclusive, innovative and stimulating learning environment supported by a challenging and meaningful curriculum by working closely with everyone in our school community and beyond.

SCHOOL VALUES

Kindness

Resilience

Fun

CURRICULUM RATIONALE

In Beatlie we aim to create a happy, nurturing learning environment which addresses the very specific physical, medical, sensory, social and educational needs of our pupils. See full curriculum rationale on link below:

[We asked Staff and partners "What makes us unique?" \(westlothian.org.uk\)](https://www.westlothian.org.uk)

Promoting independence and pupil voice are at the heart of all that is planned for our children and young people throughout their education. (United Nations Convention on the Rights of the Child - Article 23).

Learning for Sustainability is at the heart of the school ethos and culture and is embedded throughout the school

In order to ensure a challenging and meaningful curriculum it is important to identify and track skills for life across communication, cognition and health and wellbeing that are meaningful and relevant for our pupils to help them live a fulfilled and happy life now and in the future. Our curriculum will have a life skills focus and be underpinned by strong core values.

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



SUPPORTING DATA

PRIORITY:

Learners will benefit from an innovative and progressive curriculum that develops and tracks skills for life and that is underpinned by strong shared values



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

DATA ANALYSIS STATEMENT:

Vision and Values require to be refreshed to reflect lifeskills approach

Consistent understanding of H&WB outcomes linked to life skills is essential. Effective system are in place to track and monitor progress in communication and cognition but not in H&Wb

Health and care interventions are having positive impact for individual pupils but not yet embedded as part of curriculum

Teaching staff have strong collegiate working within Beatlie and take an active part in school improvement. Practitioner enquiry has not been a consistent approach used as part of this.

Parents value school strategies for supporting tolerance and participation in H&Wb activities but feel that they require support to facilitate this at home

TRIANGULATING SOURCES:

PEOPLE'S VIEWS

DIRECT OBSERVATION

QUANTITATIVE DATA

staff

Learning walk

Engagement data

Staff, pupils

Planning, IEPs

Tracking and monitoring data

Parents, pupils

planning

Participation/tolerance data

staff

Minutes of meetings

Impact data

Parent

Pupil observations

Questionnaire data

HIGHLIGHT IMPORTANT HEADLINE DATA ANALYSIS STATEMENTS RELEVANT TO THE IDENTIFIED SCHOOL IMPROVEMENT PRIORITY.

- IDENTIFY TRIANGULATING DATA SOURCES USED TO VALIDATE ANALYSIS STATEMENT
- CONSIDER DATA SOURCES THAT REPRESENT YOUNG PEOPLE AS CITIZENS, AS INDIVIDUALS, AS CONTRIBUTORS, AND AS LEARNERS
- ENSURE LEARNER VOICE IS REPRESENTED



ACTIONS & INDICATORS

PRIORITY:

Learners will benefit from an innovative and progressive curriculum that develops and tracks skills for life and that is underpinned by strong shared values



WHAT SPRINT ACTIONS DO YOU PLAN TO TAKE IN ORDER TO SIGNIFICANTLY IMPACT THE SPECIFIC IMPROVEMENT PRIORITY?

PLANNED ACTIONS SHOULD BE SPRINT ACTIONS - ACHIEVABLE WITHIN TERM 1. THESE ACTIONS SHOULD BE EVALUATED AT THE END OF THE TERM 1. TRY NOT TO CARRY TOO MANY INCOMPLETE ACTIONS INTO TERM 2

FUTURE ACTIONS:

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

PLANNED ACTIONS:

- | | | |
|----------|---|---|
| 1 | <i>Self-evaluation activities identified and planned to gather stakeholder views re Values</i> | SLT
By Oct 2024 |
| 2 | <i>Explore identified units from Equals curriculum to support development of PSE life-skills framework</i> | All teachers, SLT
By Oct 2024 |
| 3 | <i>Plan health intervention groups (Dentist, Doctors, Hospital) that can be piloted across identified classes</i> | H&Wb Champion, PT
By Oct 2024 |
| 4 | <i>All teaching staff to engage in Practitioner Enquiry training and plan an enquiry supported by Educational Psychology colleagues</i> | All teachers, Educational Psychologist
By Oct 2024 |
| 5 | <i>Establish plan to empower parents to feel confident in using strategies to support different aspects of H&WB at home</i> | SLT
Octo 2024 |

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

SUCCESS/IMPACT INDICATOR: RAG:

- | | | |
|---|----|--|
| <i>Self-evaluation activity will be ready to gather views of all stakeholders</i> | ●● | |
| <i>Units from Equal curriculum to support PSE curriculum have been identified.</i> | ●● | |
| <i>Pilot groups will have been introduced across 3 classes</i> | ●● | |
| <i>All teaching staff have planned an enquiry linked to curriculum development.</i> | ●● | |
| <i>Plan in place detailing identified parents, training opportunities and timescale</i> | ●● | |

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

REVIEW SUCCESS



ACTIONS & INDICATORS

PRIORITY:



WHAT SPRINT ACTIONS DO YOU PLAN TO TAKE IN ORDER TO SIGNIFICANTLY IMPACT THE SPECIFIC IMPROVEMENT PRIORITY?

PLANNED ACTIONS SHOULD BE **SPRINT ACTIONS** - ACHIEVABLE WITHIN **TERM 2**. THESE ACTIONS SHOULD BE EVALUATED AT THE END OF THE TERM 2. TRY NOT TO CARRY TOO MANY INCOMPLETE ACTIONS INTO TERM 3

FUTURE ACTIONS:

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

PLANNED ACTIONS:

●	<input type="text"/>		
●	<input type="text"/>		
●	<input type="text"/>		
●	<input type="text"/>		
●	<input type="text"/>		

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

SUCCESS/IMPACT INDICATOR:

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

RAG:

REVIEW SUCCESS

YEAR: 2024-2025



ACTIONS & INDICATORS

PRIORITY:



WHAT SPRINT ACTIONS DO YOU PLAN TO TAKE IN ORDER TO SIGNIFICANTLY IMPACT THE SPECIFIC IMPROVEMENT PRIORITY?

PLANNED ACTIONS SHOULD BE **SPRINT ACTIONS** - ACHIEVABLE WITHIN **TERM 3**. THESE ACTIONS SHOULD BE EVALUATED AT THE END OF THE TERM 3. TRY NOT TO CARRY TOO MANY INCOMPLETE ACTIONS INTO TERM 4

FUTURE ACTIONS:

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

PLANNED ACTIONS:

●	<input type="text"/>		
●	<input type="text"/>		
●	<input type="text"/>		
●	<input type="text"/>		
●	<input type="text"/>		

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

SUCCESS/IMPACT INDICATOR:

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

RAG:

REVIEW SUCCESS

YEAR:



ACTIONS & INDICATORS

PRIORITY:



WHAT SPRINT ACTIONS DO YOU PLAN TO TAKE IN ORDER TO SIGNIFICANTLY IMPACT THE SPECIFIC IMPROVEMENT PRIORITY?

PLANNED ACTIONS SHOULD BE **SPRINT ACTIONS - ACHIEVABLE WITHIN TERM 4**. THESE ACTIONS SHOULD BE EVALUATED AT THE END OF THE TERM 4. TRY NOT TO CARRY TOO MANY INCOMPLETE ACTIONS INTO NEXT ACADEMIC YEAR

FUTURE ACTIONS ACTIONS:

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

PLANNED ACTIONS:

●	<input type="text"/>		
●	<input type="text"/>		
●	<input type="text"/>		
●	<input type="text"/>		
●	<input type="text"/>		

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

SUCCESS/IMPACT INDICATOR:

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

RAG:

REVIEW SUCCESS

YEAR:



A CURRICULUM for EXCELLENCE

PRIORITY:

Learners will benefit from an innovative and progressive curriculum that develops and tracks skills for life and that is underpinned by strong shared values



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

LEARNERS:

- 2, 3 Enthusiasm and motivation for learning
- 5 Determination to reach high standards of achievement
- 4 Openness to new thinking and ideas
- 3 Use literacy, communication and numeracy skills
- Use technology for learning
- 4 Think creatively and independently
- 2 Learn independently and as part of a group
- Make reasoned evaluations
- 2, 5 Link and apply different kinds of learning in new situations

INDIVIDUALS:

- Self-respect
- 2, 3 A sense of physical, mental and emotional well-being
- 1 Secure values and beliefs
- 1 Ambition
- 1 Relate to others and manage themselves
- 2, 3, 5 Pursue a healthy and active lifestyle
- Be self-aware
- Develop and communicate their own beliefs and view of the world
- 3 Assess risk and make informed decisions
- 5 Achieve success in different areas of activity

CITIZENS:

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

CONTRIBUTORS:

- An enterprising attitude
- 2, 5 Resilience
- 2, 5 Self-reliance
- 2 Communication in different ways and in different settings
- Work in partnership and in teams
- Take the initiative and lead
- Apply critical thinking in new contexts
- Create and develop
- 4 Solve problems

(IDENTIFY 1,3,4 THE SPECIFIC IMPROVEMENT ACTIONS WHICH WILL STRONGLY IMPACT THE ABILITY OF YOUR CURRICULUM TO DEVELOP AND DELIVER THE 4 CAPACITIES AND ATTRIBUTES)



QUALITY INDICATORS

PRIORITY:

Learners will benefit from an innovative and progressive curriculum that develops and tracks skills for life and that is underpinned by strong shared values



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

1.3 Leadership of change

- 1 Developing a shared vision, values and aims relevant to the school and its community
- Strategic planning for continuous improvement
- 4, 5 Implementing improvement and change

2.2 Curriculum

- 1 Rationale and design
- 2, 3 Development of the curriculum
- Learning pathways
- 2, 3 Skills for learning, life and work

2.3 Learning, teaching and assessment

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

3.1 Ensuring wellbeing, equality and inclusion

- 2, 3, 5 Wellbeing
- Fulfilment of statutory duties
- 1 Inclusion and equality

3.2 Raising attainment and achievement

- Attainment in literacy and numeracy
- Attainment over time
- 2 Overall quality of learners' achievement
- 3, 5 Equity for all learners

DETAIL ANY OTHER FOCUS QUALITY INDICATOR:



SCHOOL SELF EVALUATION SUMMARY

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

SCHOOL IMPROVEMENT PRIORITY



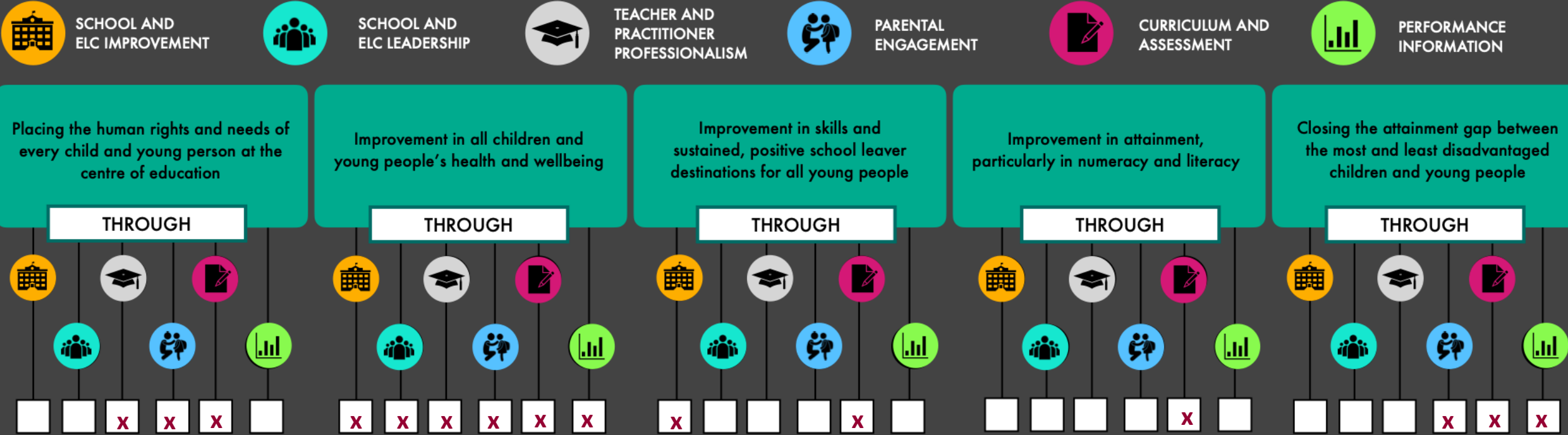
Beatlie School

NATIONAL IMPROVEMENT FRAMEWORK

PRIORITY:
Learners will benefit from an innovative and progressive curriculum that develops and tracks skills for life and that is underpinned by strong shared values



HOW DOES THIS SPECIFIC IMPROVEMENT PRIORITY CONNECT WITH NATIONAL IMPROVEMENT FRAMEWORK PRIORITIES AND DRIVERS?



(SELECT NIF PRIORITIES AND THE RELATED DRIVER(S) THAT YOU ARE CONFIDENT WILL BE STRONGLY IMPACTED BY THE ACHIEVEMENT OF THE IDENTIFIED SCHOOL IMPROVEMENT PRIORITY)

YEAR: **2024-2025**



BIGGER PICTURE

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



YEAR2

Embed PSE framework and develop independent living skills framework

performance data to be gathered more effectively from IEPs

Senior phase curriculum reviewed and refreshed

YEAR3

Explore Awards that can be implemented in the primary department

Links with mainstream schools to be developed further

YEAR4

Tracking and Monitoring systems and processes to be refreshed/developed

(YOU MAY CHOOSE TO INCLUDE PLANNED OR EXTENDED PARTNERSHIPS, KNOWN DEVELOPMENTS AND CONTINUATIONS OF THE CURRENT PRIORITY, AND SPECIFIC AREAS (E.G. CURRICULUM, NIF, UNCRC, ETHOS) IDENTIFIED FOR ATTENTION. **ENSURE LEARNER VOICE IS REPRESENTED WITHIN FUTURE PLANS.**)

YEAR: **2024-2025**



PEF
STATEMENT

PUPIL EQUITY FUNDING: Tackling the attainment gap between the most and least advantaged children



All West Lothian schools are committed to continuously developing their approach to ensure equity and tackle the poverty related attainment gap. Each school's **PEF Summary** provides an overview of their approach and an outline of how Pupil Equity Funding is being used to provide a range of universal and targeted approaches and interventions to improve literacy, numeracy and health and wellbeing.

Please follow this link  to view our PEF Summary and find out more about our use of funding.