

# SCHOOL IMPROVEMENT PRIORITY

Beatlie School and ELC



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:**

*Pupil experience will be enhanced through positive relationships and opportunities to engage in a wider range of curricular experiences, contributing to the development of key life skills.*

(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. FOCUSING ON TARGETED IMPROVEMENT ACTIVITY IN LITERACY, NUMERACY, AND HEALTH AND WELL-BEING

YEAR: 2025-2026

COURAGE RELATIONSHIPS VALUES RELEVANCE



CONTEXT  
& FACTORS

**PRIORITY:** *Pupil experience will be enhanced through positive relationships and opportunities to engage in a wider range of curricular experiences, contributing to the development of key life skills.*



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? 4<sup>th</sup> 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:** *Pupil experience will be enhanced through positive relationships and opportunities to engage in a wider range of curricular experiences, contributing to the development of key life skills.*



### 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

Inclusion  
Respect  
Happiness

#### 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

Positive relationships are at the heart of our school community and will be supported by refreshed and updated policy and procedures. In order to ensure a challenging and meaningful curriculum it is important to identify and track skills for life that are meaningful and relevant for our pupils to help them live a fulfilled and happy life now and in the future.

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

SUPPORTING  
DATA

## PRIORITY:

*Pupil experience will be enhanced through positive relationships and opportunities to engage in a wider range of curricular experiences, contributing to the development of key life skills.*



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

## DATA ANALYSIS STATEMENT:

*Current positive relationships policy needs to be refreshed in line with new guidance and to ensure best practice is consistent across the setting from ELC to Senior phase.*

*Lifeskills framework is working well and valued by staff. Independent living skills section still needs to be incorporated*

*Whilst a range of digital technology is used effectively to enhance learning for pupils, staff would benefit from further opportunities to become confident with new resources and online tools*

*A clear pathway is in place for senior phase qualifications which we would like to review and extend as well as explore award options for other stages.*

*Cross class groups have taken place at times this year, bringing together pupils based on their interests and individual needs. We would like these to become an embedded feature of our curriculum*

## TRIANGULATING SOURCES:

## PEOPLE'S VIEWS

## DIRECT OBSERVATION

## QUANTITATIVE DATA

staff

Informal  
observations

Staff reviews

Staff, parents

Planning, IEPs

Tracking and  
monitoring data

Staff

minutes of  
meetingsDigital literacy  
surveyEducation Scotland  
inspectors

Planning

Qualifications  
overview data

Staff

Pupil  
observationsPractitioner Enquiry  
Skills development 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:

*Pupil experience will be enhanced through positive relationships and opportunities to engage in a wider range of curricular experiences, contributing to the development of key life skills.*



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 ACTIONS:

- Explore national document Included, engaged, involved. Become more familiar with Maybo processes
- Obtain feedback from partners and parents.
- Commence cross class group. Create links with other schools/wexpresif.
- Wider achievement awards recorded across school . Start with swimming.
- Evaluate communication groups and discuss new focus for next term (HWB, topic)

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

PLANNED ACTIONS:

- 1 Explore national and local updated guidance re positive relationships with all teaching staff  
ELT  
Sep 10th 2025
- 2 Identify outcomes for the Independent living section of the life skills framework  
Teachers  
Oct 7th 2025
- 3 Identify pupils to take part in a secondary digital skills group and link with digital pedagogy officer  
Secondary teachers  
Oct 2025
- 4 Secondary staff will explore new awards and qualifications that could be used to enhance the senior phase  
Senior phase teacher and PT  
Aug 20th 2025
- 5 Primary staff to plan and organise cross class groups to meet the needs of learners across the primary department  
Teachers and PT  
Aug 20th 2025

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

SUCCESS/IMPACT INDICATOR:

- Clear plan in place for required collegiate activity to develop and embed school policy
- Outcomes identified as part of framework
- Pupils and staff have met and agreed further actions with pedagogy officer
- Additional awards/qualifications identified for individual pupils
- Cross class groups taking place on a weekly basis involving all primary pupils.

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

RAG:

- Green square
- Green square
- Red square
- Green square
- Green square

REVIEW SUCCESS



## ACTIONS & INDICATORS

### PRIORITY:

*Pupil experience will be enhanced through positive relationships and opportunities to engage in a wider range of curricular experiences, contributing to the development of key life skills.*



## 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 ACTIONS:

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

### PLANNED ACTIONS:

|                                                                                                                              |                           |
|------------------------------------------------------------------------------------------------------------------------------|---------------------------|
| ● Create structure for Positive Relationships Policy and explore Included, Involved, Engaged                                 | ELT & TEACHERS<br>DEC 25  |
| ● Gather feedback from partners and views of parents and analyse results. Use this to finalise this section of the framework | ELT<br>DEC 25             |
| ● Finalise project lead and pupils to take part in digital skills group with a clear plan in place and partners identified   | SECONDARY CT<br>DEC 25    |
| ● Create a format for recording individual pupil wider achievements and complete this for swimming progress so far           | PE Teacher & PT<br>DEC 25 |
| ● Evaluate current cross class groups and decide new focus for next term                                                     | ELT & TEACHERS<br>DEC 25  |

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

### SUCCESS/IMPACT INDICATOR: RAG:

|                                                                                                                  |   |
|------------------------------------------------------------------------------------------------------------------|---|
| ● Clear structure agreed for policy and staff more aware of National document                                    | ● |
| ● Framework updated based on partner feedback and parent views                                                   | ● |
| ● Digital group members chosen and group planned for with agreed start date and objectives                       | ● |
| ● Each pupil will have a wider achievement grid in folder. Some pupils will have a swimming achievement recorded | ● |
| ● New focus decided and pupils allocated to group with start date agreed for the new term                        | ● |

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

REVIEW SUCCESS



# SCHOOL IMPROVEMENT PRIORITY



Beatlie School and ELC

## ACTIONS & INDICATORS

### PRIORITY:

*Pupil experience will be enhanced through positive relationships and opportunities to engage in a wider range of curricular experiences, contributing to the development of key life skills.*



## 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 ACTIONS:

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

### PLANNED ACTIONS:

|  |                                           |
|--|-------------------------------------------|
|  | <br>Everyone<br>Ongoing                   |
|  | <br>Teachers and<br>ELT<br>4/3 & 25/3 CAT |
|  | <br>H&WB champ,<br>PT<br>weekly           |
|  | <br>variable                              |
|  |                                           |

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

### SUCCESS/IMPACT INDICATOR:

|                                                                                         |  |
|-----------------------------------------------------------------------------------------|--|
| Values will be displayed round school and shared widely.                                |  |
| Staff aware of rationale and tracker and confident to trial.                            |  |
| Evidence will demonstrate progress / change for identified pupils                       |  |
| Informal data will indicate pupils are benefitting from interventions/approaches.       |  |
| Parents have engaged with support<br>Initial parent feedback indicates positive impact. |  |

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

### RAG:

REVIEW  
SUCCESS

YEAR: 2025 2026



## ACTIONS & INDICATORS

### PRIORITY:

*Pupil experience will be enhanced through positive relationships and opportunities to engage in a wider range of curricular experiences, contributing to the development of key life skills.*



## 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:

|                                                                                                                                          |                                |
|------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| Engage all staff and pupils in an activity exploring our school values                                                                   | ELT<br>May 2025                |
| New tracker for Personal and Social Education to be trialed by staff. Create rationale for how we support mental and emotional wellbeing | Teachers, ELT<br>June 2025     |
| Ensure hospital/GP visits are arranged for identified pupils to support with confidence in attending these venues.                       | PT/Class teacher<br>April 2025 |
| Teachers to complete practitioner enquiries and feedback re impact for pupils and agree next steps                                       | Teachers, ELT<br>June 2025     |
| Engage with parents about best way to support going forward re health/care needs of pupils.                                              | PT, class teacher<br>May 2025  |

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

### SUCCESS/IMPACT INDICATOR: RAG:

|                                                                                                                     |  |
|---------------------------------------------------------------------------------------------------------------------|--|
| All staff and pupils have engaged in an activity to demonstrate respect, happiness and inclusion towards others.    |  |
| Tools to support Personal and Social Education will be in place and initial data gathered                           |  |
| Pupils display more confidence during hospital/GP visits supported by school staff.                                 |  |
| Plan agreed to adopt interventions that have shown positive impact for pupils more widely as part of our curriculum |  |
| Parent feedback indicates positive impact/desire to engage further.                                                 |  |

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

REVIEW  
SUCCESS

YEAR:



### A CURRICULUM for EXCELLENCE

#### PRIORITY:

*Pupil experience will be enhanced through positive relationships and opportunities to engage in a wider range of curricular experiences, contributing to the development of key life skills.*



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

#### LEARNERS:

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

#### INDIVIDUALS:

|       |                                                                 |
|-------|-----------------------------------------------------------------|
| 1     | Self-respect                                                    |
| 1     | A sense of physical, mental and emotional well-being            |
| 1     | Secure values and beliefs                                       |
| 2,4   | Ambition                                                        |
| 5     | Relate to others and manage themselves                          |
| 2     | Pursue a healthy and active lifestyle                           |
| 1     | Be self-aware                                                   |
| 2     | Develop and communicate their own beliefs and view of the world |
| 2     | Assess risk and make informed decisions                         |
| 3,4,5 | Achieve success in different areas of activity                  |

#### CITIZENS:

|   |                                                                                        |
|---|----------------------------------------------------------------------------------------|
| 1 | Respect for others                                                                     |
| 2 | Commitment to participate responsibly in political, economic, social and cultural life |
| 5 | Develop knowledge and understanding of the world and Scotland's place in it            |
| 1 | Understand different beliefs and cultures                                              |
| 2 | Make informed choices and decisions                                                    |
| 3 | Evaluate environmental, scientific and technological issues                            |
| 1 | Develop informed, ethical views of complex issues                                      |
| 2 | Make reasoned evaluations                                                              |

#### CONTRIBUTORS:

|       |                                                           |
|-------|-----------------------------------------------------------|
| 4,5   | An enterprising attitude                                  |
| 2     | Resilience                                                |
| 2,    | Self-reliance                                             |
| 5     | Communication in different ways and in different settings |
| 1,4,5 | Work in partnership and in teams                          |
| 2     | Take the initiative and lead                              |
| 5     | Apply critical thinking in new contexts                   |
| 4     | Create and develop                                        |
| 2     | 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:

*Pupil experience will be enhanced through positive relationships and opportunities to engage in a wider range of curricular experiences, contributing to the development of key life skills.*



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

1.3 Leadership of change

- 1,2

 Developing a shared vision, values and aims relevant to the school and its community
- 4

 Strategic planning for continuous improvement
- 1,2,3,4,5

 Implementing improvement and change

2.2 Curriculum

- 1,5

 Rationale and design
- 2, 3, 4

 Development of the curriculum
- 4

 Learning pathways
- 2,4

 Skills for learning, life and work

2.3 Learning, teaching and assessment

- 1,2,3,4,5

 Learning and engagement
- 3, 5

 Quality of teaching
- 2,4

 Effective use of assessment
- 2,4

 Planning, tracking and monitoring

3.1 Ensuring wellbeing, equality and inclusion

- 1,2

 Wellbeing
- 1

 Fulfilment of statutory duties
- 1, 5

 Inclusion and equality

3.2 Raising attainment and achievement

- 2,4

 Attainment in literacy and numeracy
- 2,4

 Attainment over time
- 2,4

 Overall quality of learners' achievement
- 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 and ELC

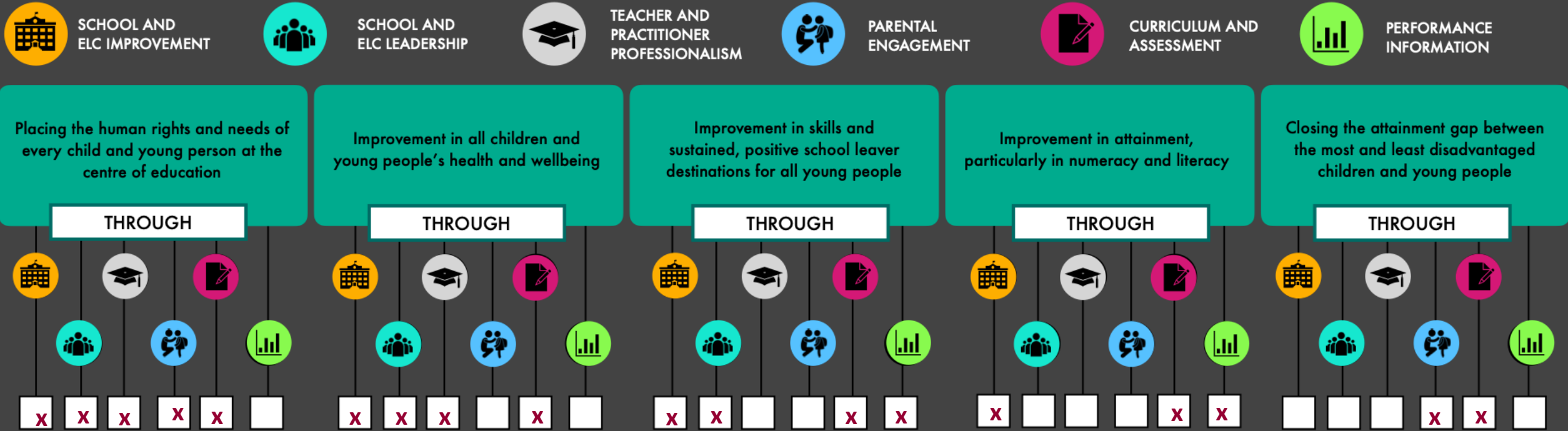
## NATIONAL IMPROVEMENT FRAMEWORK

### PRIORITY:

*Pupil experience will be enhanced through positive relationships and opportunities to engage in a wider range of curricular experiences, contributing to the development of key life skills.*



## 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: 2025-2026

**BIGGER  
PICTURE**WHAT (POSSIBLE) FUTURE SCHOOL IMPROVEMENT PLANS ARE **IMPORTANT TO NOTE?****YEAR2***Review and refresh topics for BGE**Teachers to build on learning from peer visits  
to other schools and develop joint  
practitioner enquiries**Positive relationships policy to be fully  
embedded.***YEAR3***Tracking and Monitoring systems and  
processes to be refreshed/developed**Continue to develop strategies within Life  
skills framework**Inclusive communication policy to be  
reviewed and training identified***YEAR4***Review life skills framework**Staff appraisal process to be reviewed**Review positive relationships policy*

(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.**



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.