



Beatlie School Improvement Plan 2026-2027



Raising Educational Attainment Strategy 2023-2028

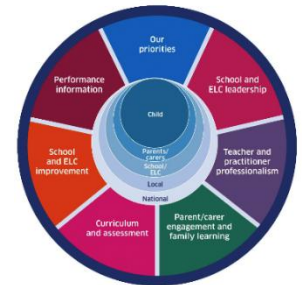
Outcome 1 – Learning and Curriculum

Ensuring every child and young person experiences varied, vibrant and challenging learning experiences which are built on the provision of high quality and inclusive learning, teaching and assessment. Fundamental to this is the design and implementation of a curriculum that creates the conditions, culture and ethos for all four capacities (successful learners, confident individuals, responsible citizens and effective contributors) to thrive and be equally valued.



Outcome 2 – Wellbeing, Inclusion and Attendance

Improving wellbeing, inclusion and attendance for all children and young people, promoting confidence, independent thinking and resilience. Fundamental to this is working with families and partners to support the highest possible levels of engagement and equity for all. Improving health and wellbeing for all children and young people will lead to raised educational attainment and achievement, ensuring that learning promotes confidence, resilience, engagement, independent thinking and positive mindsets which



Beatlie Values

Inclusion

means....

we value everyone



Respect

means....

we are kind to each other



Happiness

means....

we are motivated to learn and have FUN!



Beatlie is a Gold Rights Respecting School



Beatlie Vision

To create a happy, nurturing and inclusive learning environment which meets the needs of all our pupils, promotes independence and is underpinned by respectful and positive relationships.

(United Nations Convention on the Rights of the Child - Article 23).

Beatlie Aims

- Providing a stimulating, challenging and innovative curriculum with high quality learning experiences including outdoor and community based learning. (UNCRC – Article 31).
- Working closely with parents and partners in a supportive and collaborative way to ensure respectful, positive relationships (UNCRC – Article 18).
- Supporting pupils to move into positive, sustained destinations beyond school by focussing on a life-skills curriculum which fosters independence and resilience, (UNCRC – Article 29).
- Ensuring that staff are committed to on-going professional development in order to ensure the highest quality learning and teaching (UNCRC - Article 3).
- Ensuring a culture of on-going self-evaluation, shared ownership, collegiate working and developing leadership at all levels (UNCRC - Article 3).
- Recognising, valuing and celebrating achievements at all levels (UNCRC - Article 29).

Summary of Priorities 2026-2027

Improve:

1. Our collective understanding of how inclusive and impactful pedagogy can meet learner needs
2. Our use of tracking and monitoring data to meet the needs of all learners and to develop shared expectations of attainment
3. Universal and targeted supports to enhance positive destinations
4. Our collaborative approaches to self-evaluation for specific QIs

Consolidate:

5. Our embedding of Positive Relationships policy across the whole community
6. Our development and building of capacity across our staff

Understand:

7. The curriculum improvement cycle (CIC), what it means for Scotland's curriculum and how this applies to our context

Data Used to Inform Priorities:

Feedback from staff

Quality assurance information from across 2025-2026

Self-evaluation activities

Local and National priorities

Evaluation of SIP 2025-2026

Equity self-evaluation – attendance, relationships and behaviour etc

Priorities for Improvement

1. Improve our collective understanding of how inclusive and impactful pedagogy can meet learner needs

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
All teaching staff have engaged with research and undertaken practitioner enquiry based on inclusive and impactful pedagogy.	1.3	PT and identified teacher to attend leaders for learning programme	Aug 2026 – Feb 2027	Susan M Louise K	Practitioner enquiry evaluations	
		Trained staff to share learning and key messages with all teachers	Oct 2026 – Feb 2027	Susan M Louise K	Teacher feedback Self-evaluation	
		Trained staff to support primary and ELC teachers to plan a practitioner enquiry based on inclusive, impactful pedagogy.	Feb 2027	Susan M, Louise K ELC and primary teachers		
		Secondary staff plan a practitioner enquiry based on active support		Secondary teachers		
Regular opportunities planned for all pupils to access cross class inclusive learning activities tailored to strengths, interests and any gaps in skills development ensuring appropriate pace and challenge	2.3	Use tracking data to identify gaps and strengths Use this information to identify pupils requiring further challenge	Sept 2026	Teachers/leadership team	Tracking of progress within each group for individuals. Pupil voice – engagement in groups	
		Plan for cross class groups across stage partner classes	Sept 2026	Debbie G Teachers		
		Identify learning opportunities to be covered through cross class groups that provide appropriate challenge for identified pupils	Sept 2026 - April 2027	Debbie G Teachers		
All pupils from S1 – S6 will engage in learning that further develops active participation and independence skills	2.2 2.3	Staff engage in reading and professional discussion re Active Support	By Oct 2025	Debbie M Secondary staff	Task analysis information Participation scale for individual pupils	
		Active support activities to be planned and implemented	By Apr 2027	Debbie M Secondary staff		
		Daily living section of life skills framework to be completed to	By June 2027	Debbie M Secondary staff		

		include task analysis and active support				
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2, Improve our use of tracking and monitoring data to meet the needs of all learners and to develop shared expectations of attainment

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
To improve outcomes for pupils through effective use of data to track and monitor progress through BGE	3.2	Creation of school platform on power Bi for tracking and monitoring including effective data collection system. Including: Foundation milestone tracker Lifeskills tracker H&Wb – ready to learn tracker	By Dec 2026	Kyle Pentland Debbie G	Data from tracking platforms on power Bi Progress data Progress information for secondary BGE pupils from trackers	
		Develop data literacy in staff through planned excellence and equity meetings.	Aug 2026 Jan 2027 May 2027	Leadership team Teachers		
		Consider current tracking system in relation to secondary BGE curriculum linked to subject areas.	By June 2027	Leadership team Secondary staff		
To improve outcomes for pupils through effective use of data to track and monitor progress through senior phase	3.2	Review current pathways to ensure opportunity for wider range of qualifications and awards	By Oct 2026	Debbie M Senior phase teachers	Overview of awards and qualifications achieved. Progress data	
		Use data gathered from BGE to inform awards and qualifications selected for individual pupils.	By Oct 2026		Impact data – pupil engagement	
		Develop a system to track progress through senior phase against predicted outcomes	By June 2026			
To improve outcomes for pupils through effective systems to track and monitor wider achievement	3.2	Identify wider achievement in the context of Beattie learners.	Aug 2026	Leadership team	Pupil voice Family feedback	
		Create system to track wider achievement/experience	Oct 2026			
		Use the data collected to ensure equity of opportunity for all pupils,	March 2027			

3. Further develop universal and targeted supports to enhance positive destinations

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
To have a clear process and timeline in place that leads to improved experience of post school transition for our pupils and families	2.4 2.6	Review current timeline and processes in place	By Oct 2026	Debbie M Debbie G	Appropriate positive destination identified	
		Work with Social Work to ensure timeline fits in with their processes and procedures	By Oct 2026		Feedback from families	
		Widen range of partners that could support Create directory to share with parents	Ongoing		Pupil Voice	
A wide range of opportunities for Beatlie pupils to undertake meaningful work experience related activities appropriate for their future destination.	2.7	Identify further partners who can help to support 'work experience' type activities for Beatlie pupils in senior phase	By June 2027	Debbie M Senior phase staff		
		Make links with West Lothian College	Aug 2026			
		Link with other ASN schools re careers fairs, prom, joint activities	Ongoing			

4. Improve our collaborative approaches to self-evaluation

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
To continue to improve confidence and understanding of QI 2.4 through professional dialogue and sharing practice across schools	2.4	Self-evaluation with all staff against 2.4	October INSET day with teaching staff Individual class team meetings to include APSWs	Leadership team QIO Teachers APSWs	VSE feedback Power Bi data	
		VSE will focus on QI 2.4 next steps as highlighted from national inspections	Jan 2027	Leadership team QIO		

		Thematic review of 2.4 to include PTs/DHTs	Identified dates	Debbie and Susan		
Peer observations to become more embedded as part of practice and to include opportunities for APSWs.	1.1	APSWs to be offered the opportunity to observe practice in an area they would like to develop	Termly reminders by email	Susan Teachers APSWs	Gather data on number of observations carried out Staff feedback	
		Teachers to plan a peer observation with stage partner in order to develop knowledge or support colleagues	By Dec 2026 By June 2027			
		Encourage teachers to carry out visits to other schools/settings	Termly reminders by email			

Priorities for Consolidation

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
Positive relationships policy embedded in practice and fully understood by whole school community including partners and parents.	3.1	Finalise policy and share with parents and carers, using feedback to shape the final document.	October 2026	Debbie M	Feedback from all partners and observations of practice	
		Further develop culture of collaboration and shared responsibility for relationships and behaviour across the setting.	June 2027			
		Create equity strategy and share with all partners	April 2027	ELT	Equity statement in place and shared	

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
All staff to be knowledgeable about children's rights and for pupils to continue to benefit from a curriculum and learning environment underpinned by rights	3.1	Re-establish RRS pupil committee	By Sept 2026	Jill R	Pupil Voice	
		Staff awareness session	Feb INSET day	Debbie G	Gold Award sustained.	
		Apply to UNICEF to sustain gold award	May 2027	Jill R, Debbie G		

Priorities for Understanding

To create a collective understanding across the cluster of the Curriculum Improvement Cycle (CIC) and curriculum making

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
All staff have a collective understanding of CIC and have engaged in curriculum making	2.2	Identified collegiate cluster dates on calendars and CIC Beatlie cluster lead appointed	By Aug 2026	Debbie G	Feedback from staff Self-evaluation	
		Raise awareness with all staff including APSWs	Aug INSET day	Catherine G Debbie G		
		Link with cluster to explore the new curriculum and provide feedback to Education Scotland	Identified dates on calendar throughout the year	Andrew Millar Debbie G Catherine G		
		Review of curriculum rationales and planning documents including life-skills framework, qualification pathways and BGE secondary curriculum offer	Jan – June 2027	Leadership team Secondary teachers		