

BANKTON PRIMARY SCHOOL SCHOOL IMPROVEMENT PLAN

2025 / 2026



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Relationships

Relevance

Values

Factors Influencing the Improvement Plan

School Factors

Addressing Action Points identified in school's Self Evaluation procedures
Cluster Improvement Priorities
Equity Priorities

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



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Vision, Values and Aims:



In Bankton Primary, we create a nurturing school environment, developing learners with confidence, perseverance and resilience and a positive attitude to learning.

We provide opportunities to promote independence through pupil voice and agency using real, relevant contexts for learning to prepare our children for learning, life and work.

Our school values of *Respect*, *Perseverance*, *Kindness*, *Inclusion* and *Co-operation* are central to all that we do.

Our Aims are:

- ✚ To develop, promote and sustain an aspirational vision which underpins our continuous improvement
- ✚ To develop leadership at all levels, ensuring that learners, parents/carers, pupil supports staff and teachers are an integral part of school improvement
- ✚ To ensure high engagement and motivation of all learners through shared expectations and consistent standards
- ✚ To engage with our parents/carers and community in joint working to fully support our learners
- ✚ To ensure all learners make good progress from prior levels of attainment through robust tracking and monitoring
- ✚ To analyse and use a range of data to ensure every child leaves Bankton having achieved their full potential

Curriculum Rationale:

[Bankton PS Curriculum Rationale.pptx](#)

All schools should consistently revisit the curriculum rationale that takes account of the most recent national and local guidance. **Refreshed curriculum rationales should reflect the local authority commitment to Agile Learning approaches prioritising authentic fulfilment of the four capacities and contexts for learning, within the Refreshed Narrative. See link below to the 'Resources to support the refreshed CfE Narrative'.**

<https://education.gov.scot/improvement/learning-resources/resources-to-support-the-refreshed-curriculum-for-excellence-narrative/>



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

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

Bankton Primary School sits at the heart of its community. The school community continues to grow due to significant new house building in our catchment area. Our integral school values has led to our new families integrating well to our school family. We have learner voice and agency at the heart of all we do, leading to high levels of engagement throughout the school. We have a strong emphasis on developing Literacy, Numeracy, Health and Wellbeing and IDL (Bankton Projects). The approach to our Projects has our learners as planners and independent thinkers, promoting creativity skills i.e problem solving, imagination, curiosity and open-mindedness with metaskills focus throughout. Our continued focus on creativity has been cemented through 'Fascinating Fridays', Bankton Projects, our work on STEM and within our play areas for P1-4 and the 'Exploration Epicentre' for P5-7. The emphasis on UNCRC is an integral part of school life which is demonstrated through class learning, weekly assemblies and the focus on learner voice/agency throughout the school.

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

- **CfE** – Our data demonstrates that overall, most of our children are attaining the national expectation for literacy and numeracy. Targeted support in P5, P6 and P7 for Writing will be a priority next session; with the use of digital tools to support EAL learners. Universal support will be in place for numeracy/maths through daily 'Launchers' and the use of practical approaches.
- **Early Years Trackers** – By the end of P1, most children attain the expected CfE level for Reading, Writing, Listening and Talking, Numeracy and Maths.
- **Wellbeing** – Self Reporting analysis in Health and Wellbeing highlights that almost all learners self-report feeling safe, included, responsible, active, nurtured and healthy. There are strategies in place for any child who may self-report otherwise including working closely with parents/carers and health partners.
- **Engagement** – Our learners have access to a high level of digital devices across the school which include tools for our EAL learners. Our engagement and participation data highlights that almost all learners are on track. Our classroom observations and Learner Conversations confirmed that almost all of our learners are engaged, having been part of the planning process. Our 'Responsibility of All' approach ensures that learners are supported when needed through a planned assessment calendar and professional dialogue.

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

- Refreshed focus on Listening and Talking throughout the school
- Targeted support for Writing in P5-7, including embedding new Spelling/phonics programme throughout the school
- Embed use of Building Thinking Classrooms for Numeracy/Maths and the use of daily 'Maths Launchers'
- Increased understanding of emotional literacy through the use of 'Building Resilience' and 'Emotion Works' alongside embedding new H&W resource
- Learner self-evaluation and target-setting through new Learning Journals
- Introduce 'My World of Work' to profile learning in P4-7



School priorities linked to knowledge and data as identified on previous page	NIF Driver	Proposed actions	Timescale	Measures of Success
<p>Improvement in all children and young people's wellbeing:</p> <p>➤ All learners will experience nurturing and inclusive learning environments where there is a culture of pupil voice and non-discrimination</p> <p>(Placing the human rights and needs of every child and young person at the centre of education)</p>	<input type="checkbox"/> School and ELC Improvement. <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information	<ul style="list-style-type: none"> Use the Youth Voice Charter throughout the school to strengthen work in this area with a common vocabulary established in UNCRC Right of the Child Embed the new whole school H&W programme to ensure progression and consistency across the school Trialling online learning journals – 'My World of Work' for P4-7 Re-launch Emotion Works as a whole school approach to support emotional reflection and regulation Begin the next cycle of the 'Building Resilience' programme with the whole school through assemblies Continue to develop an ethos of inclusion and non-discrimination providing opportunities to explore and celebrate diversity Moderate lessons/plans to ensure Global goals feature in long, medium and short term planning Focus on cooking within the upper school looking at healthy, low cost meals 	<p>Aug</p> <p>Aug-Jun</p> <p>Sep</p> <p>Oct</p> <p>Sep</p> <p>Aug-Jun</p> <p>Nov</p> <p>Oct</p>	<p>Learners will be using common vocabulary highlighting UNCRC/Youth Voice Charter through Learner Conversations and Class Visits</p> <p>Happy and Healthy @Bankton self-evaluations will positively reflect that they feel safe and happy in school</p> <p>Personal Profiles (MWOW) will reflect learners achievements and journey, which the learners will be able to talk about in discussions</p> <p>Through 'Class Council' time where topics are discussed, feedback from learners and teachers on these points</p> <p>Evident through class observations and moderation, learners speaking confidently about the Global Goals</p> <p>Engagement profiling through H&W Indicators and Floor Books to detail the journey</p>
<p>Raising attainment for all, particularly in literacy and numeracy(universal):</p> <p>➤ All learners receive well planned learning in numeracy and maths with a focus on problem solving and application of skills through a whole school approach</p> <p>➤ All learners receive well planned and progressive learning in listening and talking</p>	<input checked="" type="checkbox"/> School and ELC Improvement <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information	<ul style="list-style-type: none"> Year 2 of 'Building Thinking Classrooms' for numeracy will see consistency of use throughout the school Use of practical numeracy/maths approaches throughout the school through CLPL Embed our new 'Bankton Launchers' for Number routines each day to build application of skills Focus on Listening and Talking and introducing a whole school progression with the use of shared listening resources, Black Sheep Press and Bankton Projects Relevant UNCRC articles will be highlighted during planning, learning and teaching Embed work on raising awareness of racial literacy 	<p>Aug-Jun</p> <p>Sep</p> <p>Aug</p> <p>Aug-Jun</p> <p>Aug-Jun</p> <p>Aug-Jun</p>	<p>Through learning walks, professional dialogue and attainment, learners will demonstrate and increased knowledge of number process. Teachers will take part in Cluster moderation and working.</p> <p>Learners will be confident in using a range of resources and approaches to numeracy/maths. Teachers will be confident in the range of approaches they use. Moderation will be done at cluster level/.</p> <p>Pre and post intervention assessments will show an increase in shared attention and learners will self-assess as more confident in talking benchmarks</p> <p>IDL Cloud assessments conducted beginning and end of the year to show an increase in spelling and reading ages. Learner Conversations will highlight the</p>



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<p>(Placing the human rights and needs of every child and young person at the centre of education)</p>		<ul style="list-style-type: none"> Targeted support for P5-7 in Writing by HT/DHT/SfL team Embed the use of the new whole school phonics and spelling programme 	<p>Sep</p> <p>Aug-Jun</p>	<p>improved engagement and participation in active spelling</p>
<p>Tackling the attainment gap between the most and least advantaged children (targeted):</p> <p>To engage and support learners in literacy and numeracy to make progress in learning and increase confidence</p> <p>(Placing the human rights and needs of every child and young person at the centre of education)</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> School and ELC Improvement <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information 	<p><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. Please follow this link to view our PEF Summary at Bankton PEF Summary.pptx and find out more about our use of Pupil Equity Funding.'</i></p>		<p>Documented in PEF Plan</p>
<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p> <p>To develop a range of skills for learning, life and work through pupil voice, Learning for Sustainability and Digital learning.</p> <p>(Placing the human rights and needs of every child and young person at the centre of education)</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> School and ELC Improvement <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information 	<ul style="list-style-type: none"> Undertake year 2 of Young Leaders of Learning, promoting pupil voice Promote 1+2 Languages through Languages Day and Parental Engagement events and the involvement of the wider school community Promote STEM through play areas (P1-4) and 'Exploration Epicentre' for P5-7 All classes to take part in a Learning for Sustainability project resulting in an award from an outside agency Assemblies used to promote UNCRC/RRS/Learning for Sustainability, led by learners and Champions Implement an updated RME progression throughout the school Bankton Personal Projects will be embedded from P4-7 with pupil voice and choice at its centre, including a showcase element to promote listening and talking 	<p>Sep</p> <p>Oct</p> <p>Aug</p> <p>Nov-Jun</p> <p>Aug-Jun</p> <p>Aug-Jun</p> <p>Oct</p>	<p>Learners being able to discuss self-evaluation of their and other schools and share with others, including SMT</p> <p>Increased confidence in Languages evident through Learner Conversations and Profiling. Parents awareness increased through events, evidenced through surveys</p> <p>Learners able to talk about STEM and application of skills with links to the Metaskills</p> <p>Learners will be able to discuss UNCRC and how it impacts them, through Class Council time, Assemblies and Learner Conversations</p> <p>There will be a clear progression of RME learning and skills evident throughout the school</p> <p>Happy and Healthy @Bankton self-evaluations will positively reflect learner voice and agency</p>



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