

BANKTON PRIMARY SCHOOL SCHOOL IMPROVEMENT PLAN

2026 / 2027



Courage

Relationships

Relevance

Values

Factors Influencing the Improvement Plan

School Factors

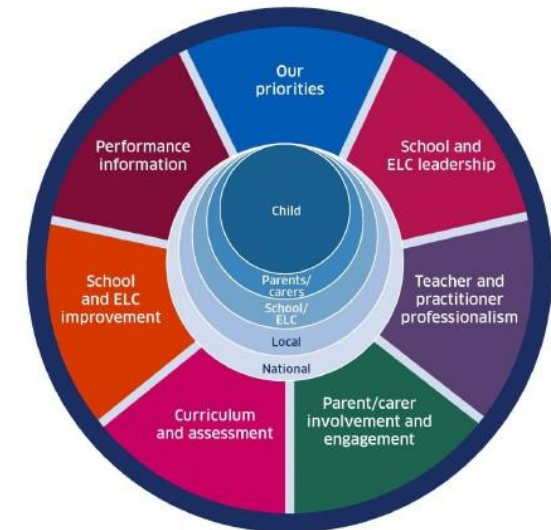
Addressing Action Points identified in school's Self Evaluation procedures
Cluster Improvement Priorities
Equity and PEF Priorities from equity self-evaluation materials 2026

Local Authority Factors

Moving Forward in Your Learning Guidance – Meeting Learners Needs
Raising Educational Attainment Strategy (23-28) - [WLC Raising Educational Attainment Strategy 2023-28.pdf](#)
West Lothian Council Corporate Plan (23-28) - [WLC Corporate Plan 2023_05_30.pdf](#)
Education Services Management Plan (23-26) - [Service Improvement Plan Education Services 2023-26.pdf](#)
West Lothian Parental Involvement and Engagement Framework
Equity and Pedagogy Teams; Additional allocation
West Lothian Stretch Aims
West Lothian Priorities - Literacy and Numeracy, HWB

National Factors

Achieving Excellence and Equity 2026: National Improvement Framework - [2026 National Improvement Framework](#)
Included, Engaged and Involved Series – Attendance, Behaviour and Curriculum
Presumption to provide education in a mainstream setting 2019
Support for Learning: All our Children and All their Potential (ASL Review) 2020; [Additional support for learning - Schools - gov.scot](#)
GTCS professional standards and professional update 2021
[Pupil Equity Funding](#); National Operational Guidance 2026/7
Education Scotland '[Pupil Equity Funding: Looking inwards, outwards, forwards – sharing effective practice to maximise support for learners and practitioners](#)'
How Good is Our School? 4th Edition - [How Good is Our School \(4th edition\)](#); How Good is OUR School? [How good is OUR school? Part 1](#)
Quality Improvement Framework for ELC and Childcare Sectors - [Quality improvement framework for the early learning and childcare sectors | Inspection frameworks | His Majesty's Inspectorate of Education in Scotland](#)
Realising the Ambition - [realisingtheambition.pdf](#)
UNCRC; Getting it Right for Every child (GIRFEC); Child Protection Procedures
Curriculum Improvement Cycle - [The Curriculum Improvement Cycle \(CIC\) | About Curriculum for Excellence | Curriculum for Excellence | Education Scotland](#)
Moderation Cycle and Assessment
Developing Scotland's Young Workforce



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Vision, Values and Aims

In Bankton, 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 at the heart of our school.

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 and all staff are an integral part of school improvement
- ✚ To ensure high engagement and motivation of all learners through our shared consistent high standards
- ✚ To engage with our parents/carers and community in joint working to fully support our learners be the best they can be
- ✚ 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 learner leaves Bankton having reached their full potential

Curriculum Rationale

[Curriculum Rationale Document](#)

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 /or inclusive and impactful pedagogical approaches prioritising authentic fulfilment of the four capacities and contexts for learning, within the Curriculum Improvement Cycle -** [The Curriculum Improvement Cycle \(CIC\)](#) | [About Curriculum for Excellence](#) | [Curriculum for Excellence](#) | [Education Scotland](#)



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Contextual Data Analysis and Rationale for 2026/27 School Improvement Plan

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

Bankton Primary School sits at the heart of the community. The school community continues to grow due to significant new house building in our catchment area. Our embedded school values has led to our new families integrating quickly into 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 a metaskills focus throughout. Our continued focus on creativity can be evidenced through 'Fascinating Fridays', Bankton Projects, STEM within our P5-7 Exploration Epicentre, P4 Makerspace and P1-3 Play zone. 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 expectations for Literacy and Numeracy. Targeted support will continue with the use of the Literacy and Numeracy 5 Minute boxes and Support for Learning in phonics and spelling. Digital tools will continue to be utilised for individual learners for literacy including those with a dyslexia identification. Universal support will be in place through clear differentiation and our daily 'Bankton Launchers'.
- **Early Years Trackers** – By the end of P1, most children attain the expected CfE levels in Literacy and Numeracy with targeted support in place for individual children who require it. Early intervention approaches are used to identify support quickly.
- **Wellbeing** – Self Reporting analysis in Health and Wellbeing highlights that almost all learners self-report as feeling safe, included, responsible, active, nurtured and healthy. There are interventions and strategies in place for any child who may self-report otherwise, including working alongside parents/carers and other agencies.
- **Engagement** – Our engagement and participation data highlights that almost all learners are on track. Our classroom observations and Learner Conversations confirm that almost all learners are engaged, having been a part of the planning process. Our 'Responsibility of All' approach ensures that learners are supported when needed through a planned assessment calendar and planned professional dialogue.
- **Pupil Equity** – Our planned Q1 Surgeries take place with all members of staff to ensure targeted interventions and supports are in place and then tracked and monitored throughout the session.

c) What are our improvement priorities? –

- Confident and consistent use of Building Thinking Classrooms in Maths and Numeracy
- Use of NRICH in Maths and Numeracy to further develop Problem Solving Skills
- Review of Writing approach in-line with the Curriculum Improvement Cycle
- Celebration of our unique cultural diversity through a rich programme of learning and events throughout the session including links with parents/carers
- Targeted supports using 5 Minute Literacy and Numeracy boxes to be continued and developed
- To engage with the Curriculum Improvement Cycle developments and changes



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Bankton 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
Meeting the needs of all children and young people through inclusive and impactful pedagogy, with a particular focus on HWB (attendance, behaviour, curriculum) All children will experience nurturing and inclusive learning environments where there is a culture of inclusion, respect, pupil voice and non-discrimination. (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	- Emotion Works (Yr 2 relaunch) to support emotional regulation and vocabulary-building - Food Technology to expand to P3-5 throughout the session - Continue to develop an ethos of inclusion and non-discrimination providing opportunities to explore and celebrate diversity and our unique context - Review online journals and consult learners/parents/carers - Embed Happy, Confident Programme and review progression - Focus on Attendance and offer family learning using Happy, Confident programme and Resilience programme - Particular focus will be on making the 4 Capacities relevant and meaningful through planning, learning and teaching	From Sep 2026 Oct 2026 Oct 2026 Nov 2026	Learners will be able to discuss the language of Emotion Works and will be able to demonstrate regulation strategies through Learner Conversations. Learners will increase the emotion words that they know from their baseline assessment and will be able to use these words confidently. Evaluation of Food Technology outcomes for learners alongside metaskills will show positive feedback from learners. Personal Profiles will reflect learners' achievements and will be in-line with The JYHS for transition. These will be discussed with parents/carers to gather all stakeholders views. Learner Conversations and Ethos Surveys will show children are happy and confident at school, with the right to celebrate their culture and diversity as a school. Almost all children will track as green for 'healthy' and 'included'. Attendance will remain in-line with WLC and above through regular meetings and check-ins with parents/carers.
Raising attainment for all children and young people through inclusive and impactful pedagogy, with a particular focus on Literacy and Numeracy All learners receive well planned learning in Numeracy and Maths with a focus on problem solving and application of skills through a consistent whole school approach. All children receive well planned and progressive learning in literacy with a	☒ School and ELC Improvement ☒ School and ELC Leadership ☒ Teacher and Practitioner Professionalism ☒ Parental Engagement ☒ Curriculum and Assessment ☒ Performance Information	- There will be a consistent and progressive approach to Building Thinking Classrooms across the school - NRICH problem solving approaches will be introduced throughout the school to apply skills 'Bankton Launchers' and 'Boosters' will be consistently used to build application of skills 5 Minute Maths and Literacy boxes will be used for targeted support for individuals to make incremental progress	Oct 2026 Nov 2026	Through Excellence and Equity meetings, learning walks and learner conversations, learners will demonstrate increased knowledge of number processes. Teachers will take part in moderation activities throughout the school. Pre and post intervention assessments will demonstrate an increase in incremental attainment across literacy and numeracy.



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focus on Writing developments in-line with CIC. (Placing the human rights and needs of every child and young person at the centre of education)		- Writing approaches will be reviewed in line with the Curriculum Improvement Cycle and pupil voice - Challenge groups for Numeracy and Reading will provide pace and challenge for targeted learners across the school - UNCRC articles will continue to be highlighted during planning, learning and teaching	Jan 2026 Aug 2026	Staff will engage in Curriculum Improvement Cycle professional learning and will become more confident in our approaches to literacy. Targeted learners will be challenged to apply reading and numeracy skills in new and unfamiliar contexts which will be reflected in dialogue and attainment.
Tackling the attainment gap between the most and least advantaged children (targeted): To engage and support learners in literacy and numeracy to make progress in learning and increase confidence. (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	<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.</i> <i>Please follow this link (INSERT HYPERLINK) to view our PEF Summary and find out more about our use of Pupil Equity Funding.'</i>		Documented in PEF Plan
Meeting the needs of all children and young people through inclusive & impactful pedagogy, with a particular focus on curriculum making By June 2027, all staff will have engaged in technical frameworks published by the Curriculum Improvement Cycle and show increased confidence in their understanding of curriculum making (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	Phase 1 Planning for sustainable professional learning to build confidence in curriculum making (teachers) Planning for sustainable professional learning to confidently lead the process of curriculum making (leaders) Through engagement in professional dialogue at authority level with time identified at school level to engage meaningfully as a team. Phase 2 Planning for sustainable professional learning on curriculum making at school level (teachers) Planning for sustainable professional learning on how to lead curriculum making at school level (leaders)	Ongoing in-line with Ed Scotland	Our feedback from our recent VSE highlights strong engagement in professional reading and learning. Our calendar has dates and times allocated to take part in professional development in CIC activities. Mechanisms are in place to ensure these will be moderate and reviewed as a team. A teacher confidence scale will be conducted at the start of the session around CIC and then at the end of the session.



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