

MELDRUM PRIMARY SCHOOL SCHOOL IMPROVEMENT PLAN

2026 / 2027



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Relationships

Relevance

Values

Factors Influencing the Improvement Plan

School Factors

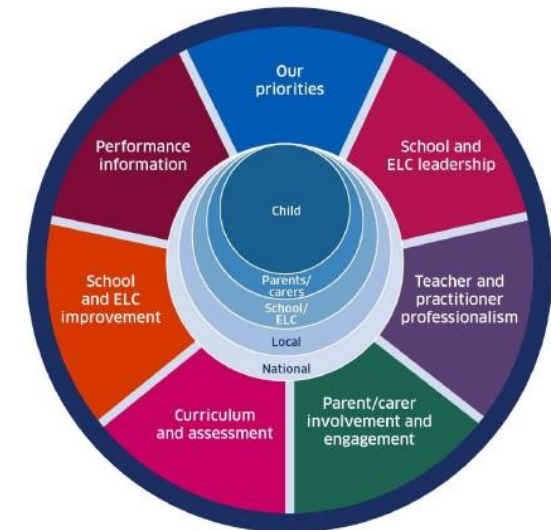
Addressing Action Points identified in school's Self Evaluation procedures
Cluster Improvement Priorities
Equity and PEF Priorities from equity self-evaluation materials 2026

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

At Meldrum Primary School:

We aim to promote a culture of mutual respect where all learners are engaged and achieving.

1.1 Our Values:

Respect : Honesty : Kindness : Perseverance : Responsibility

1.2 Our Aims:

Leadership and Management

- To foster an ethos of effective partnership working with school, home, partner agencies and the wider community to empower our learners.

1.3 Learning Provision

- To create a safe, nurturing and motivating learning environment where learners and staff can thrive and succeed and each individual's uniqueness is celebrated.
- To develop a progressive and challenging curriculum, which develops skills for life-long learning, which is meaningful, relevant and enjoyable.

1.4 Successes and Achievements

- To ensure the best possible outcomes for all our learners.



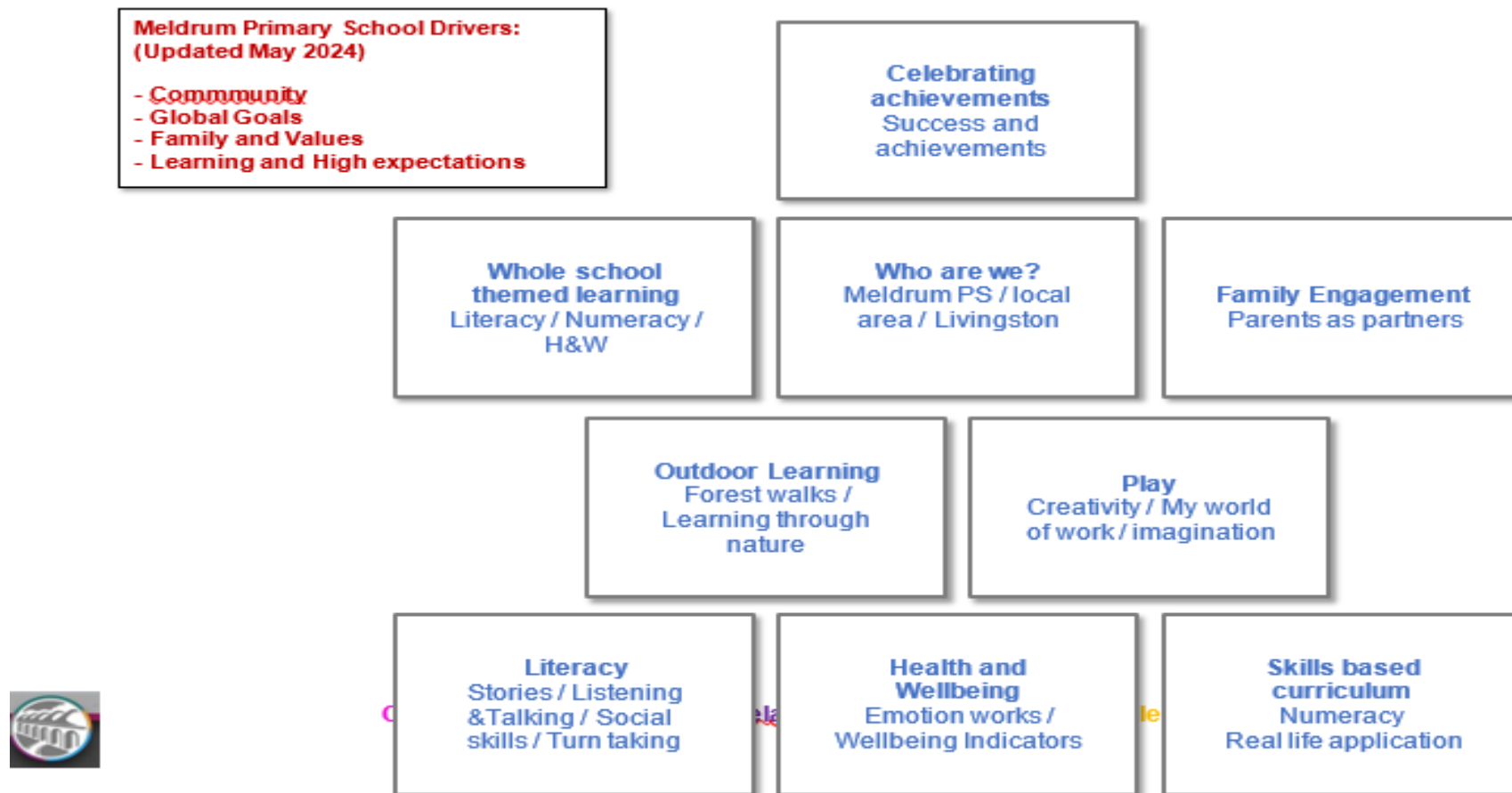
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Curriculum Rationale



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 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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Learning Across the 4 contexts

• Opportunities for personal achievement	• Interdisciplinary Learning
• Weekly Lead Learner class nominations linked to our school values • Buddy Programme • Pupil Voice Groups – Article 12 • Extra-curricular clubs, events and competitions • School football and netball team events for P6 – P7	• Themed days and weeks throughout the year • Outdoor learning • Meta skills icons • Learning for Sustainability and Global Goals • STEM approaches
• Positive Relationships Policy • Rights, Respecting School Silver Award • One Trusted Adult approach • Rights Respecting Schools articles shared with classes • Family learning breakfasts and sharing our learning sessions • Fundraising and charity events • Community events – Christmas Events, Gala Day events and Remembrance Service • Class assemblies • P1 – P3 nativity • House gatherings regularly	• Reciprocal Reading strategies • PM Writing approaches • Creative writing opportunities • Word Boost from P1 to P7 • Number Talks and Daily Mental Strategies • Zones of Regulation • L2 – French for P1 – P7 • L3 – Spanish for P5 – P7 • 2 hours of PE per week • Support for learning approaches • Focus on attainment and assessment • Targeted interventions • Nurture approaches
• Ethos and life of the school as a community	• Curriculum areas and subjects



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

Meldrum Primary School is a non-denominational school situated in the Deans area of Livingston. The school sits within the Deans Community High Cluster. The school roll is currently 125 pupils organised into six classes. Our staffing consists of the Head Teacher, 2 part-time Principal teachers who share this role and make up 1.0FTE, six class teachers and Support for Learning teacher. Pupils are well supported by four Pupil Support Workers working across all stages of the school. Clerical support is provided by one Administrative Assistant. The school runs a successful breakfast club, currently 25-30 pupils attend daily. The school benefits from a mixed catchment area with a Free Meal Entitlement of 18.55%.

Our attainment data at Primary 1, 4 and 7 shows that pupils are performing well across the areas of Reading, Writing, Listening and Talking and Numeracy and Mathematics. There are a number of pupils across the school who access small group and individual support across all quintiles.

When forming the School Improvement Plan, we took into account a range of factors including summary of findings from a Validated School Evaluation (VSE) which took place in November 2025 and identified areas of strength and clear next steps for continuous improvement. We also looked at data for whole school tracking processes, termly self-reporting of wellbeing and considered the importance of equity, particularly for learners within quintile 1 areas, exploring poverty related gaps for these children and linking this with planning for pupil equity funding.

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

- **CfE** - Our 2025/2026 data shows that literacy and numeracy attainment is positive. Most children (75-90%) in P1, P4 and P7 achieve expected CfE levels in literacy and numeracy. Targeted interventions in literacy and numeracy enable children to continue to make progress in their learning. At almost all stages, our attainment in all areas of literacy and numeracy improved throughout the session.
- **Wellbeing** - Most learners (75-90%) in our school report positively against the wellbeing indicators. Overall, the lowest response from children highlighted being included and respected as areas of focus. Our pupil ethos surveys are very positive and evidence strength in pupils feeling safe and school and relationships between pupils and staff.
- **Engagement** – Most (75-90%) of our families are connected on Seesaw, P4 – P7 children engage well with the Glow suite of tools. Parents and carers engage well with school events such as Family Learning Breakfast and class assemblies. Data from our tracker shows that most pupils (75-90%) have been graded as green for engagement in learning by the class teacher.
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- c. **What are our improvement priorities?**
 - Identified SIP priorities informed by the data above (detailed in the plan below)
 - Continue to focus on the wellbeing needs of learners, ensuring a focus on trauma informed practice and meeting learners needs
 - Ensure learners receive a consistent high-quality learning experience within literacy, numeracy and across curriculum by developing consistent approaches to inclusive and impactful pedagogy
 - Engage with technical frameworks published by Education Scotland



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Meldrum 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) To develop a consistent, relational and trauma-informed approach across the school, using insights from <i>Know Me to Teach Me</i> to better understand pupils' needs, strengthen positive relationships, and improve engagement, wellbeing and attainment for all learners. (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	How will an inclusive and impactful approach to pedagogy strengthen the health and wellbeing curriculum to support all learners? - Participate in local authority Trauma Skilled Practice 2 - Engage with key chapters of <i>Know Me to Teach Me</i> - Agree non-negotiable relational approaches (e.g. check-ins, language, routines) - Ensure learning environments support predictability, safety and inclusion		- By December 2026, all staff will participate in self-evaluation against HGIOS QI 2.4 and 3.1 and will take part in confidence ratings around supporting dysregulated learners - By March 2027, consistent use of agreed strategies is evident across all classes evidenced in learning walks and formal classroom observations - By May 2027, pupils report feeling safe and supported in school through termly SHANARRI self-reporting - By June 2027, attendance will have improved by 1% across the year
Raising attainment for all children and young people through inclusive and impactful pedagogy, with a particular focus on Literacy and Numeracy All staff will be supported to improve the consistency and quality of inclusive and impactful pedagogy to meet learners' needs with a focus on: - Inclusive and enabling environments, structures and routines - Responsive and intentional approaches (differentiation and adaptive pedagogy) - Inclusion equity and support - Learning through exploration and play - Learner voice and agency - Reflective practice Identified staff will enhance practice in Building Thinking Classrooms approach	☒ School and ELC Improvement ☒ School and ELC Leadership ☒ Teacher and Practitioner Professionalism ☒ Parental Engagement ☒ Curriculum and Assessment ☒ Performance Information	How will an inclusive and impactful approach to pedagogy strengthening the curriculum, 4 capacities and support all learners? - Acting PT will take on Leader of Learning role and attend 6 sessions of programme to develop inclusive and impactful pedagogy - Acting PT and HT will work with staff across 2nd level to take forward trial approaches, ensuring that there are needs analysis, joint planning, team teaching and evidence gathering to track impact - Acting PT, HT and Pedagogy Pioneers (2nd level staff) will spread effective practice through modelling, team teaching, planning with colleagues and supporting enquiry - Class teacher identified to take part in BTC training to improve conditions for deep mathematical thinking and learning by engaging in research informed practices and learner-led thinking which will enhance classroom practice		- By June 2027, Leader of Learning reports increased confidence in coaching others (PP and other staff) through self-evaluation tools can evidence actions taken from their own coaching sessions (with facilitator and HT) - By June 2027, school self-evaluation shows that inclusive and impactful pedagogy consistently supports meeting learners needs in almost all classes. Evidenced through formal observations, cluster quality improvement visit, learning walks, pupil conversations and dialogue with staff during Excellence and Equity meetings - By April 2027, BTC approaches will be a key part of practice within identified staff member's teaching of numeracy and mathematics, evidenced by learning visits and discussion at Excellence & Equity meetings



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(Placing the human rights and needs of every child and young person at the centre of education)				- Improved knowledge and understanding of BTC principles and practices - Improved pupil confidence and engagement with Maths
Tackling the attainment gap between the most and least advantaged children (targeted): To support identified learners through interventions in literacy, numeracy and health and wellbeing or through provision of activities which promote wider achievement and participation (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 All staff to engage 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	How will an inclusive and impactful approach to pedagogy support curriculum development meeting the needs of all children and young people? 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) 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)		- By June 2027, all staff will have increased confidence in understanding of curriculum making - By June 2027, all staff will have engaged in working with, reviewing and providing feedback on draft materials produced by Education Scotland



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