

LINLITHGOW BRIDGE PRIMARY SCHOOL



SCHOOL IMPROVEMENT PLAN

2025 / 2026



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 Priorities

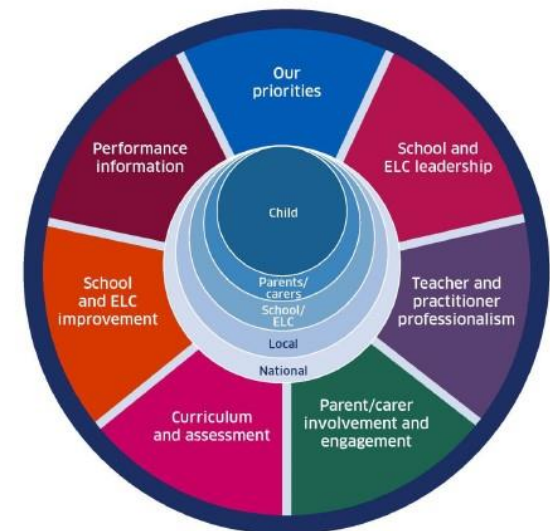
Local Authority Factors

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

Our Values

Kindness

Respect

Responsibility

Our Vision

L – Learn

B – Belong

P - Progress

S - Succeed

Our Aim

To support all pupils to be ready to learn, to show respect and to be safe in all they do.

To provide, for all pupils, education of the highest quality which will meet their educational, personal and spiritual needs and which will enable them to be successful learners, confident individuals, responsible citizens and to make an effective contribution to society now and in the future.



Curriculum Rationale (Update October 2024) – see next page



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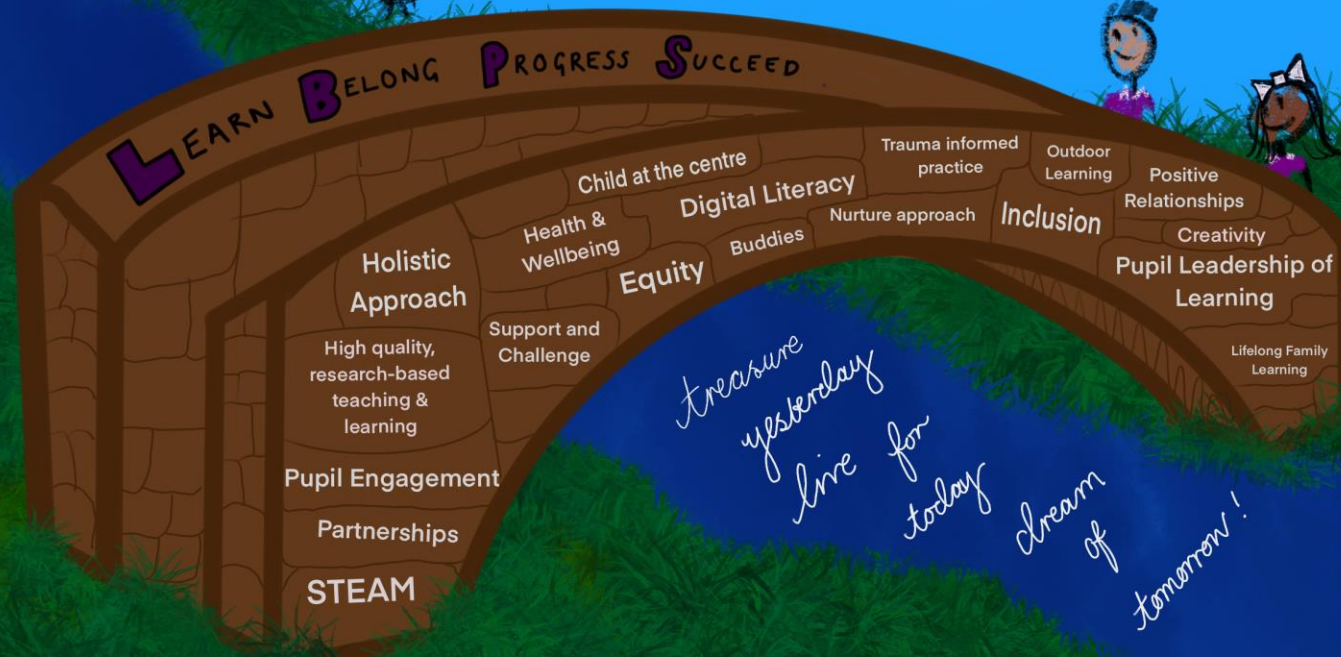
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KINDNESS

RESPONSIBILITY

RESPECT



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

Background - The context for the learners in our school

The Senior Leadership Team, as well as our teaching staff, has been established now for a number of years, providing stability and consistency for our school. We have a highly motivated and committed staff team, comprising teachers, pupil support workers and a recently established office team. We strive to maintain tradition and heritage and the highest of standards in our school, while embracing change and making continuous improvement within our unique context. We value cluster partnerships and will work closely with other Linlithgow school in session 2025 – 26.

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

Wellbeing

Almost all learners report positively against the wellbeing indicators. We have an established daily procedure to ensure that any negative self-assessment from children is quickly responded to by the trusted adult. 97% of learners report that they feel safe in school.

Engagement

Parental engagement with our school is high. All P1 – 3 parents are connected digitally through SeeSaw, and only a tiny minority have yet to engage with the Parent Portal. School events involving children are very well attended, and we have a very supportive Parent Council. Pupil participation is also very high with only a minority of children recorded as amber in terms of engagement in the wider community.

CfE - Our attainment in literacy and numeracy is very high, and above that of schools with similar contexts. Our attainment (pupils achieving the expected level) in Primary 7 is 100%; and in key stages - Primary 4 - 90% for both literacy and numeracy; Primary 1 attainment is 96% for both literacy and numeracy. 21% of our pupil population have needs which are supported through interventions. We recognise the need for challenge across our school; data shows the high number of pupils tracking at * level at key stages –

% * Primary 4

Reading	65.00%
Writing	55.00%
Listening & Talking	80.00%
Numeracy & Maths	55.00%

% * Primary 7

38.71%
35.48%
32.26%
38.71%



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

We will embed the new pedagogy and systems in Building Thinking Classrooms following training this session; we will investigate and pilot systems to track pupil progress across the curriculum and will enhance our expertise in working with data; we will focus on developing the learner voice in decision making and in leadership of learning; we will become an equitable school. .

We will work with other cluster schools to embrace curriculum innovation and encourage learners to develop curiosity and creativity in line with national guidance.

Linlithgow Bridge Primary School - 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
<p>Improvement in all children and young people's wellbeing:</p> <p>Further develop our approaches to QI 3.1 to ensure a shared understanding of wellbeing as a prerequisite to the child's ability to learn and to succeed.</p> <p>We place 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	<p>Continue to work on our 3 year strategy plans in Health & Wellbeing</p> <ul style="list-style-type: none"> Review our Positive Relationships Policy in light of new national guidance Work with school community to produce an "Equality & Diversity" policy Review and update our planning to deliver an effective HWB curriculum progressively across the school Review and update RME planners and resources Introduce Outdoor Learning Pathways Develop systems to effectively track pupil Health & Wellbeing and help to plan interventions 		<ul style="list-style-type: none"> Parent & staff questionnaire, Pupil discussion group to agree new policies Gold Re-accreditation will be achieved – March 2026 In Pupil Ethos Surveys there will be a 15% increase in pupils reporting that the school deals effectively with incidents of bullying. There will be a 10% increase in parent responses. Pupil tracking will allow us to identify trends to build a picture over time. This will support the planning of specific supports and interventions.



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				<ul style="list-style-type: none"> • QI day evaluations in 2.3 will increase from Good to Very Good
<p>Tackling the attainment gap between the most and least advantaged children (targeted):</p> <p>We will tackle the poverty related attainment gap by employing a Pupil Support Worker to work on carefully planned interventions with identified children</p> <p>We will be recognised as an “Equitable School”</p> <p>We place the human rights and needs of every child and young person at the centre of education</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	<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.</i></p> <p><i>Please follow this link (INSERT HYPERLINK) to view our PEF Summary 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>In line with our Cluster Improvement Plan, all cluster schools will work towards the goal that all learners are curious, passionate, engaged, knowledgeable and skilful learners from the day they start ELC to the day they leave school.</p> <p>We place the human rights and needs of every child and young person at the centre of education.</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"> • Staff familiarisation with Outdoor Learning Pathways. Pilot in Term 1. • Implement Profiling system • Develop ELC as an early years learning environment to support play, outdoor learning • Audit our IDL framework and plan areas of study around “big questions” • Participate in the “Young Leaders of Learning initiative” 		<ul style="list-style-type: none"> • Monitor forward plans. • SLT monitoring and pupil discussion groups • Re-accreditation as Gold Rights Respecting School • Achievement of Digital Award



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