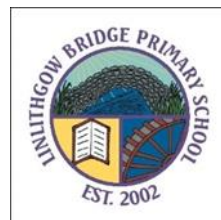


LINLITHGOW BRIDGE PRIMARY SCHOOL IMPROVEMENT PLAN



2019 / 2020

Factors Influencing the Improvement Plan

School Factors

Addressing Action Points identified in school's Self Evaluation procedures
Cluster Improvement Plan
Consistency in learning and teaching, implementing recommendations of *Improving Scottish Education*
Flexible early learning and childcare implementation

Local Authority Factors

Moving Forward in Learning – Leadership for Improvement; Learning, Teaching and Assessment; Wellbeing and Inclusion; Early Years Framework
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
Increased entitlement to early years' provision

National Factors

National Improvement Framework / Scottish Attainment Challenge / National Improvement Hub / Raising Attainment for All
Pupil Equity Funding
How Good is Our School? 4th Edition and How Good is Our Early Learning and Childcare
Getting it Right for Every child (GIRFEC)
Curriculum for Excellence
Developing Scotland's Young Workforce
Building the Ambition
Child Protection Issues / Guidance
GTCS standards and professional update



School Values

RESPECT

HONESTY

RESILIENCE

DETERMINATION

KINDNESS

EQUALITY

LEARN

BELONG

PROGRESS

SUCCEED

Treasure yesterday

Live for today

Dream of tomorrow

Curriculum Rationale

The rationale for our curriculum is informed by shared values. All learners, staff, parents and partners have been involved in developing the rationale and understand what we are aiming to achieve for our children through our curriculum. The rationale is used to inform decisions about our curriculum.

The rationale is based on the unique features of our school and also the needs of our learners. It will be reviewed on a regular basis in consultation with all stakeholders.

We have a culture of high achievement and success and a very strong supportive family ethos. Children at all levels are keen to assume leadership roles. We enjoy very strong links with our local community.

Therefore, our curriculum –

- is designed to provide support and challenge for all pupils through our curriculum pathways. We seek opportunities for recognition through external awards.
- allows opportunities for all children to work together and embraces a buddy system throughout the school. Engages our parent body.
- provides children at all levels with opportunities to assume leadership roles in a variety of contexts. Vertical Learning allows all children to be involved in the school decision making process.
- promotes links with our local community through areas of study, and through partnership working.

Contextual Data Analysis and Rationale for 2019/20 SIP

a) Background

Our last VSE took place in September 2016, and this has shaped our improvement work through to last session. It is an ongoing task for us to provide appropriate pace and challenge for all learners, and we have focused on developing teachers' pedagogy in order to do this. The Tapestry programme has been a constant feature of our improvement work for 2 academic sessions. Linked to this, last session we prioritised developing our tracking and monitoring procedures to ensure shared high expectations and high standards of attainment and progression in literacy and numeracy. We also collaborated both in school and with cluster colleagues to develop teachers' moderation activities to ensure that teacher judgements are confident and robust. Staff are now more confident using data to make predictions, identify trends and take action in order to improve outcomes for children.

b) Data

Our data shows that overall, attainment in literacy and numeracy is very good. By the end of P1, 86% of children attain the appropriate CfE levels in literacy and 90% of children achieve Early level in numeracy and maths. By the end of P4 almost all children achieve the appropriate curriculum for excellence level in listening, talking, reading and writing, and 100% achieve First level in numeracy and maths. By Primary 7 achievement in numeracy and maths remains very high – 96%, while Literacy is at 87%.

c) What are our universal priorities and what is our 'gap'? Who are our target groups and their barriers to learning?

Our universal priorities are to raise attainment for all and to ensure equity for all.

Although only 4.92% of our pupils (P4 – 7) qualify for free school meals, compared with 16.45% authority level, our "gap" also includes children who have ASN – 23.65% which is above the authority average. Approximately 6.4% of pupils in school present with social communication difficulties. Attainment for these pupils is significantly behind those of the rest of the school, and a highly differentiated curriculum and approach is required to meet their needs. We also have a number of identified children who present with gaps due to a variety of other factors - early life experiences, children from families who have re-located several times, and children who have ongoing family circumstances which impact on their learning and attendance at school.

For Session 2019/20 our target groups will be for identified children who experience barriers in literacy and numeracy for these various reasons. We understand that these children are disadvantaged for various reasons and may require reinforcement and over-learning, so we would aim to provide this tailored programme of support in school.

d) Summary/overview of proposal & non-negotiable outcomes

We propose to continue to employ a Pupil Support Worker (PSW) to provide focussed literacy and numeracy interventions where the highest level of intervention is required. The PSW will focus on small target groups of identified children who are in lower Quintiles, have ASN or any other barriers to learning. These targeted interventions will be focussed on improving the attainment in literacy and/or numeracy with identified children. This will involve support for learning work, often using over-learning techniques, targeted supports in partnership with class teachers and the use of practical materials to help them to overcome barriers to learning. We understand that there may not be support at home, or that ASN children can find this difficult, so will replicate support for reading and homework "in loco parentis". We expect to see an increase in pupil attainment and engagement.

Linlithgow Cluster Schools - School Improvement Planning for Ensuring Excellence and Equity

School priorities linked to NIF priorities <i>(observable, measurable outcomes which focus on learning, achievement and wellbeing)</i>	NIF driver mapping <i>(check as appropriate)</i>	Proposed Actions <i>(note any external supports e.g. Cluster, authority, RIC etc.)</i>	By	Measures of Success <i>(include performance data, quality indicators and stakeholders' views)</i>
<p>Raising attainment for all, particularly in literacy and numeracy:</p> <p>All pupils will experience high quality learning and teaching in all classrooms, by engaging practitioners in supported professional learning.</p> <p>Staff will have a shared understanding of high quality learning, teaching and assessment across the school.</p> <p>All children will receive well-planned learning, using progression pathways to ensure progression, with increased opportunities for children to learn and develop skills in core subjects (literacy & numeracy) through play indoors and outdoors</p> <p>Increased staff confidence in the process of moderation and achievement of a level ensuring consistency of professional judgement across the Cluster.</p>	<p><input checked="" type="checkbox"/> School Improvement <input checked="" type="checkbox"/> School Leadership <input checked="" type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assess. of Chdn's Progress <input checked="" type="checkbox"/> Performance Information</p> <p><input type="checkbox"/> School Improvement <input checked="" type="checkbox"/> School Leadership <input checked="" type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assess. of Chdn's Progress <input checked="" type="checkbox"/> Performance Information</p>	<p>Implement Learning & Teaching Action Plan.</p> <p>Implement Cluster Action Plan</p>		<p>Classroom Observations –high quality L & T (Good or higher) in 90% of lessons observed</p> <p>Teacher PRD targets will include aspects of pedagogy they are working on Target levels of national expectation of attainment in 90% of pupils.</p> <p>Tracking & Monitoring cycle shows evidence of increased confidence in teacher judgement. Judgements in line with SNSA results and with Cluster colleagues.</p> <ul style="list-style-type: none"> - - Teacher baseline and follow-up evaluation - Exemplar pack for writing and numeracy

<p>Closing the attainment gap between the most and least advantaged children:</p> <p>Through providing targeted interventions 90% of our identified children are achieving expected levels in literacy & numeracy</p> <p>Consistent approach to upskilling Pupil Support Workers to meet the needs and raise attainment of our most disadvantaged children through delivery of a bespoke training package.</p>	<input checked="" type="checkbox"/> School Improvement <input checked="" type="checkbox"/> School Leadership <input type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assess. of Chdn's Progress <input checked="" type="checkbox"/> Performance Information	<p>Implement PEF Literacy / Numeracy plan</p> <p>Implement Cluster Action Plan</p>	<p>Increased pupil attainment evidenced by tracking & monitoring cycle</p> <p>PSW Audit shows 90% increase in confidence and knowledge in supporting young people Almost all pupils report positively about their experiences working with PSWs through pupil focus groups.</p>
<p>Improvement in all children and young people's wellbeing:</p> <p>Consistent approaches to behaviour will ensure a shared understanding of expectations set within a context of rights and responsible actions which are linked to our school values.</p>	<input checked="" type="checkbox"/> School Improvement <input checked="" type="checkbox"/> School Leadership <input checked="" type="checkbox"/> Teacher Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assess. of Chdn's Progress <input type="checkbox"/> Performance Information	<p>Implement HWB Committee Action Plan</p>	<p>Pupil questionnaires indicate that 90% of pupils feel confident about using the wellbeing indicators. Pupil questionnaires indicate that almost all pupils feel safe and supported in school by staff who know them well</p> <p>Parental questionnaires indicate that 90% of parents are aware of our school values and use them in conversations with their children</p>
<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p> <p>To tackle gender bias and improve participation by under-represented groups enhancing pupil wellbeing, self-perception, attitudes, relationships and ultimately influence engagement in the world of work.</p> <p>To embed the Careers Standard in our programmes of study across the curriculum</p>	<input checked="" type="checkbox"/> School Improvement <input checked="" type="checkbox"/> School Leadership <input checked="" type="checkbox"/> Teacher Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assess. of Chdn's Progress <input checked="" type="checkbox"/> Performance Information	<p>Implement Cluster Action Plan</p> <p>Implement DYW Action Plan across the school (ELC – P7)</p>	<p>School environmental audit at the end of the session will evidence increased awareness of gender bias – staff and pupils.</p> <p>Classroom observations and monitoring of forward plans show that the Careers Standard is embedded in our curriculum.</p>