

LINLITHGOW BRIDGE PRIMARY SCHOOL

SCHOOL IMPROVEMENT PLAN



2024 / 2025



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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

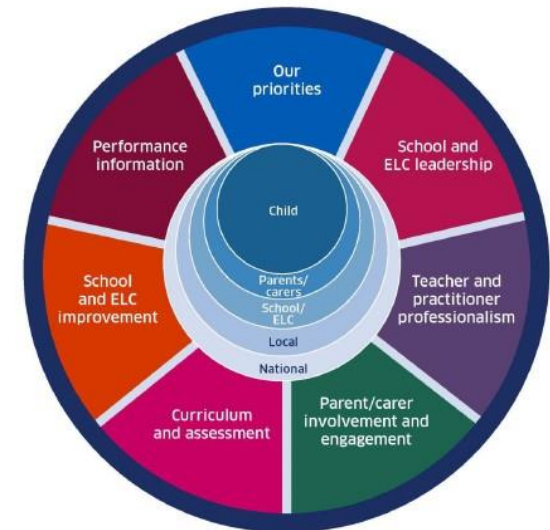
Local Authority Factors

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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Relationships

Relevance

Values

Vision, Values and Aims



Our vision statement

treasure yesterday, live for today, dream of tomorrow

Our Values

Respect

Kindness

Responsibility

- **Learn** - we provide stimulating and challenging learning experiences for all our children
- **Belong** - we have a strong sense of inclusion and equity as well as a caring and nurturing environment
- **Progress** - we support our children to move forward in their learning and we raise attainment for all
- **Succeed** - we celebrate all our children's successes both in school and wider achievements



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Relevance

Values

Contextual Data Analysis and Rationale for 2023/24 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 2024 – 25.

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

- **CfE** - Our attainment in literacy and numeracy is very high, and above that of schools with similar contexts. Our attainment in Primary 7 is 100%; and in key stages Primary 4 - 93% - literacy and 96% - numeracy; Primary 1 is 92% for both literacy and numeracy. 20% 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	% * Primary 7
Reading	54.84%	73.68%
Writing	48.39%	73.68%
Listening & Talking	77.42%	89.47%
Numeracy & Maths	90.32%	63.16%

- **Early Years Trackers** - Our trackers have revealed that fewer children are on track within the mark making aspect of literacy than other areas. This has led us to introduce a programme to support fine motor skills.
- **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. 100% of learners (P5 – 7) 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.

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

In literacy we will embed new pedagogy and systems following training this session; we will focus on developing digital literacy across our school and our programmes; we will focus on developing the learner voice in decision making and in leadership of learning.

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



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Relevance

Values

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 share 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	<ul style="list-style-type: none"> Continue with our 3 year HWB strategy plan to support the health and wellbeing of our whole school community Review and refresh our HWB curriculum, investigating any new resources required Explore Children and Young Person's Mental Health Pathway and identify a priority to pilot Involve our whole school community in a consultation on a new Positive Relationships Policy, including our Anti-Bullying Statement. Create a Family Learning programme offer around health and wellbeing (to include Mentoring opportunities, Family Yoga, gardening, outdoor learning, reading initiative) 		<ul style="list-style-type: none"> Gold Re-accreditation will be achieved – March 2026 5% increase (from 89%) in Pupil Ethos Surveys of pupils reporting that other children treat them fairly and with respect There will be consistency in our approach to planning in HWB Feedback on pilot – staff, pupils, parents Almost all (90%) of parents and pupils will agree that our school deals well with bullying in Ethos Surveys Almost all (90%) of parents will respond positively about our Family Learning offer in Ethos Surveys
<p>Raising attainment for all, particularly in literacy and numeracy(universal):</p> <p>Raise attainment in literacy and numeracy, increased pupil curiosity and engagement using consistent approaches across our school.</p> <p>We placing 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"> Continue to work on our 3 year strategy plans in literacy and numeracy In literacy embed our approaches to writing through the use of Phonics International and Spaghetti Writing Continue to develop our focus on Reading within our school through the work of our reading ambassadors / mini champs Participate in training for "Building Thinking Classrooms" approach to problem solving to improve the conditions for deep mathematical thinking and learning by engaging in 		<ul style="list-style-type: none"> Measure attainment in Writing – from baseline to % of children now achieving * Measure attainment in numeracy / maths – from baseline % of children now achieving * 20% increase in levels of engagement in numeracy and literacy Achieve recognition in Gold level Reading Schools award Feedback from staff, quality assurance classroom visits from numeracy team, SLT



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Relationships

Relevance

Values

		<p>research-informed practices and learner-led thinking and learning that will enhance or transform classroom practice.</p> <ul style="list-style-type: none"> • Appoint numeracy mini champs and define their role in school improvement 		<ul style="list-style-type: none"> • Pupil surveys
<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 place the human rights and needs of every child and young person at the centre of education.</p>	<ul style="list-style-type: none"> ☒ School and ELC Improvement ☒ School and ELC Leadership ☒ Teacher and Practitioner Professionalism ☒ Parental Engagement ☒ Curriculum and Assessment ☒ Performance Information 	<p>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. The PEF Summary can be found on our website.</p> <p>This session our total of PEF funding will be £6,480.</p> <p>We consult with our learners on how these interventions are impacting on them at regular intervals during the year.</p>		<p>Documented in PEF Plan</p>
<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p> <p>All learners will have opportunities to take part in the school decision making process. Digital literacy will be a consistent theme in all our improvement work.</p> <p>We place the human rights and needs of every child and young person at the centre of education.</p>	<ul style="list-style-type: none"> ☒ School and ELC Improvement ☒ School and ELC Leadership ☒ Teacher and Practitioner Professionalism ☒ Parental Engagement ☒ Curriculum and Assessment ☒ Performance Information 	<ul style="list-style-type: none"> • Refresh our structure for pupil voice in the life and work of the school - decision making groups, committees, pupil leadership programme (including Play leaders) • Investigate and pilot a digital solution for our profiling system. Investigate and pilot a robust system for learning conversations within our classrooms • Continue with our 3 year working group plan (Eco, Careers Education, Outdoor Education, STEAM) embedding digital literacy across all areas of our development work • Staff will engage in Practitioner Enquiry to enhance staff expertise in use of digital tools and pedagogies within their classrooms • Review and embed our revised approaches to planning in IDL 		<ul style="list-style-type: none"> • Almost all (90%) of our learners will report that their views are taken into consideration • Through BIG Attainment group moderation, share our profiling journey • Almost all (90%) parents will report that the school keeps them well informed about pupil progress through our revised system • Working Group plans and evaluations over 3 years • Almost all (90%) of school staff will report an increase in confidence in digital literacy (Baseline to be done in August) • Almost all (90%) teaching staff and SLT will provide positive feedback on revised system. Template document and guidance for staff will be available.



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