

# **LINLITHGOW BRIDGE PRIMARY SCHOOL SCHOOL IMPROVEMENT PLAN**

**(MOVING FORWARD FROM RECOVERY)**

**2020 / 2021**



# Factors Influencing the Improvement Plan

## School Factors

Addressing Action Points identified in school's Self Evaluation procedures and VSE  
Cluster Improvement Priorities  
Flexible early learning and childcare implementation  
Recovery plans

## Local Authority Factors –

*Moving Forward in Learning Guidance – 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  
Continuation of Phased Implementation of 1140 hours ELC

## National Factors –

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



# School Values

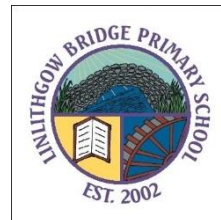
RESPECT - HONESTY – RESILIENCE – DETERMINATION – KINDNESS - EQUALITY

**L**EARN

**B**ELONG

**P**ROGRESS

**S**UCCEED



*Treasure yesterday*

*Live for today*

*Dream of tomorrow*







## Contextual Data Analysis and Rationale for 2020/21 School Improvement Plan

### **What does our knowledge of our pupils' track 3 attainment data, online learning engagement data and information on how we are supporting our vulnerable pupils tell us about the groups we will be targeting and their barriers to learning relating to the 4 national priorities?**

On the whole our pupils have shown a high level of resilience in their return to school. 70% of our pupils reported "All Green" (ie no concerns) in terms of their concerns over returning to school and 92.85% of children reported "Green" on all HWB Indicators.

Our online learning engagement data tells us that a very small 4% of pupils did not engage with our Home Learning provision. The majority of our learners were able to continue to learn at home in a supportive environment. Many were able to flourish and develop new skills and independence in their learning. This plan therefore aims to build upon this.

We do recognise, however, that there a number of children who have been affected adversely by lockdown. We have identified individual children across the school who require support to address gaps in learning which have emerged, or have deepened, and in some cases to support specific learning difficulties.

Attainment in our school is high at all levels, showing that most pupils at all stages are on track to achieve the expected level. At P1 level, early indication is that pupils on track in literacy is already 87.88%, and numeracy/maths higher at over 90%.

Attainment data shows that, although still high, there is a slight dip from the Track 3 data in Reading & Writing at P7 and at Writing at P4. As a result there are groups of children who will be targeted as PEF children who are disadvantaged for a variety of reasons, including a result of lockdown experiences. Our interventions will be tailored to addressing the gaps in literacy and numeracy.

Our PEF interventions include the provision of a PSW to provide focused literacy and numeracy interventions where the highest level of support is required. This will include small group / individual work with identified children, planned by Support for Learning teacher using over-learning techniques, use of practical materials and other targeted supports in partnership with class teachers.

Following our very successful VSE in February 2020, immediately prior to lockdown, next steps were identified. We acknowledge that the following are still relevant for us –

- Development of challenge tasks where pupils apply their learning in new and unfamiliar contexts. Integrate numeracy and literacy into IDL and STEM contexts. Focus on enhancing digital technology across the school. Develop a culture of agile learning!
- SLT and staff should now track pupils exceeding national expectations and those who, with appropriate interventions could progress from Track 1 to \* CLPL for all staff planned with the RIC Data coach & SLT should now focus on measuring impact of interventions and school improvement priorities to inform more robust improvement decisions moving forward.
- Continue to develop staff experience and understanding of the complete moderation cycle
- Develop learner agency skills - more opportunities for pupils to lead their learning, be involved in planning and become independent learners within the classroom. Match learning experiences to pupil interests and needs.
- Continue to develop Concrete, pictorial and abstract across the school





## Linlithgow Bridge Primary School - School Improvement Planning for Ensuring Excellence and Equity

School priorities linked to knowledge and data as identified on previous page	Proposed actions to ensure recovery	Timescale	Measures of Success
<p><b>Improvement in all children and young people's wellbeing:</b></p> <p>To establish a consistent system to ensure pupils self-report on a daily basis using the wellbeing indicators. Interventions planned to respond to individual needs. Whole school focus on building resilience, and mental health</p>	<p>Pupil questionnaires and daily check-ins will identify any HWB needs. These will be addressed through the Trusted Adult approach.</p> <p>Baseline from current HWB trackers used in order to measure next steps and impact of these</p> <p>This will provide information for developing our curriculum rationale. School Values will be revisited – still appropriate?</p> <p>See HWB Overview plan</p>	<p>Recovery – Aug – Oct 2020</p> <p>MFiL – Oct onwards</p>	<p>Pupil questionnaires will indicate an improvement pupils' feelings of wellbeing There will be a 95% reduction in number of children reporting Red.</p>
<p><b>Raising attainment for all, particularly in literacy and numeracy:</b></p> <p><b>All children will receive well-planned learning in line with the Progression pathways. Children will be involved in the planning process and will have opportunities to develop skills in the 4 contexts for learning. Children will have the opportunity to apply their learning in new and unfamiliar contexts – including IDL, outdoor environment Children will be give challenge tasks to develop their skills as agile learners</b></p>	<ul style="list-style-type: none"> <li>Building on available data (including CfE levels) outline proposed actions to address the additional 'gaps' that have emerged and how you plan to continue progression in learning</li> </ul> <p><b>Literacy (see discrete plan)</b></p> <p>Embed a culture of Reading &amp; Writing across the 4 contexts of Learning</p> <p>Develop the use of challenge tasks to further engage readers and energise methods to support reading comprehension.</p> <p><b>Numeracy (see Action Plan)</b></p> <p>Continue to build staff expertise in using the Numeracy Sharepoint - refreshed Numeracy &amp; Maths Progression Pathways to plan experiences. Include outdoors, IDL, 4 part lesson structure</p> <p>Related Moderation activities</p> <p>Introduce an alternative core resource</p> <p>Number Talks – continue to ensure consistency</p> <p>Continue to develop a numeracy rich learning environment across the school</p>	<p>Nov 2020</p> <p>Dec 2020</p> <p>Jan 2020</p>	<p>There will be an increase in number of children achieving expected levels in literacy and Numeracy.</p> <p>There will be an increase in children achieving * across the levels.</p> <p>There will be a 90% rate of pupil engagement.</p>
<p><b>Closing the attainment gap between the most and least advantaged children:</b></p> <p>Embed a system of blended learning – at home / in school which utilises IT and encourages children to develop new skills as agile learners</p>	<ul style="list-style-type: none"> <li>How are you changing and adapting your curriculum in order to address identified needs and the current context?</li> </ul> <p>Further develop the use of digital learning to support in-school and learning at home. See Saw – P1 – 3; TEAMS – P4 – 7.</p> <p>See Saw – working group established to embed the use of SeeSaw in class and at home (initially for homework activities) Create a Parent info pack to support its use at home. Training for children.</p>	<p>Oct – Nov 2020</p>	<p>There will be a 90% participation rate of pupils engaging with TEAMS / SeeSaw at home</p>



<p>Staff will be confident gathering relevant data and working with it to plan and evaluate interventions</p> <p>SIP priorities brought forward from 19/20</p>	<p>TEAMS – support group to be created to share expertise, develop new skills to blend learning in school / at home. Investigate research on meta cognition.</p> <p>Identified children to work with PSW to build confidence using the platforms – TEAMS &amp; See Saw</p> <p>Data Coach input – focus on measuring the impact of interventions &amp; school improvement priorities to inform robust improvement decisions. Build staff capacity in using data in a holistic way</p> <p>1 + 2 Modern Languages – continue to embed, making use of Development Officer and refreshed resources available.</p>	<p>Jan 2021</p>	<p>Track pupils exceeding national expectations. Interventions to ensure an increase of 75% in pupils progressing from Track 1 to * in Literacy &amp; Numeracy.</p> <p>All children P5 – 7 will have the experience of learning 2 modern languages in addition to English.</p>
<p><b>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</b></p> <p><b>Revise our curriculum rationale – IDL, pupils' learner agency skills,</b></p> <p><b>Our IDL approach is based on planning for deep learning incorporating Es and Os from various curricular areas. There will be a direct focus on identifying the skills pupils are developing, encouraging them to be aware of how skills can be applied to a variety of different contexts and to make connections in their learning.</b></p>	<p>Revisit the Refreshed Curriculum Narrative, focusing on the 4 Capacities and 4 Contexts for Learning</p> <p>STEM will be developed across our curriculum. Whole school initiative to collaborate to develop and use our outdoor area; introduction of the STEM Young Leaders programme to enhance our existing Leadership programme.</p> <p>Central team support for class teachers to support the development of quality STEM challenges in school and through learning at home.</p> <p>See STEM plan</p>	<p>Jan Inset</p> <p>Nov - Jun</p>	<p>100% of pupils will report enjoyment of STEM activities</p> <p>Termly overviews will be shared with parents based on 4 Capacities &amp; Contexts for Learning. 100% of parents will report they are aware of STEM developments in our school</p>

