

LOW PORT PRIMARY SCHOOL IMPROVEMENT PLAN

2021 / 2022



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
Acting leadership post and staffing changes
WLC MFIL workstreams
Wider community expectations

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
COP26 – Learning for Sustainability



Our School Values, Vision and Aims:

Vision Statement

Low Port Primary School: Where you are given opportunities and leave with happy memories.

School Aims:

Confidence

Fairness

Honesty

Respect

Let's create a safe, happy and welcoming learning community where all children are able to recognise their full potential through promotion and recognition of attainment and achievement.

Positively foster an ethos of equality and inclusion where children are given a voice and opportunities to develop the values and attitudes which will equip them for their lifelong journey.

Plan to work cooperatively with parents, carers and partners agencies to teach children respect and develop the skills they require to grow into caring, confident, responsible and considerate young people.

Strive to develop a cohesive, progressive and challenging curriculum which provides high quality, relevant and enjoyable learning experiences which meet the needs of all our children.

Our Low Port Primary School Curriculum Rationale can be found on our website

Contextual Data Analysis and Rationale for 2021/22 SIP

a) Background

Low Port Primary School is a non-denominational primary school situated in the centre of Linlithgow, West Lothian. This session, there are 176 children across 7 classes. There is currently no nursery provision at Low Port and so our incoming P1s come from a wide range of council and private nurseries throughout the catchment area. The majority of our children are from Quintile 5 households, according to SIMD data, and the free meal entitlement for P4-7 is 3.16%.

The school is staffed by a non-teaching Head Teacher, a Principal Teacher, 8 class teachers (including a Probationer Teacher) and a part-time Support for Learning Teacher. Four pupil support workers as well as a part time administrative assistant and a part time clerical assistant based in our office are real assets to our team. Staff demonstrate strong collegiality, teamwork and commitment to improving outcomes for all learners.

The school benefits from the extensive opportunities provided by the surrounding environment and staff are encouraged to utilise this to facilitate outdoor learning and teaching, whenever possible. In order to support out of school provision, the school runs a Breakfast Club before school as well as an Out of School Club afterwards, both of which are very well attended by a number of our pupils.

The school fosters high quality relationships with the Cluster Schools, Quality Improvement Partnership schools, local community partners (including local businesses, the Low Port Outdoor Education Centre, St Michael's Church as well as elected members) and the wider community through the Regional Improvement Collaborative. The school has a very supportive parent body. Both the Low Port Family Partnership (formerly known as the Parent Council) and the PTA (Friends of Low Port Primary School) are actively involved in the life of the school and continue to offer a very high level of commitment and support. Working together in partnership, we are proud to say that we meet the needs of all learners.

b) Data

Low Port Attainment Profile, June 2021

Year Group	Reading	Writing	Listening & Talking	Combined Literacy	Numeracy	Mathematics
P1 (26)	92.31%	88.46%	92.31%	88.46%	92.31%	92.31%
P4 (24)	87.50%	87.50%	100%	87.50%	100%	100%
P7 (26)	100%	100%	100%	100%	100%	100%
Whole School Mean Average	93.87%	93.32%	98.25%	93.32%	96.30%	96.30%

As shown in the table above, attainment levels at Low Port are currently high in the reporting stages. When taken as a mean average, Whole School attainment data is also very high, with many of our children attaining beyond expected levels. This, however, presents an opportunity to ensure significant pace and challenge for all learners, reflecting this high attainment. In addition to this, robust analysis of attainment data on a class-by-class and child-by-child basis has highlighted areas in which we need to offer support, ensuring that we raise attainment for all.

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

- Following the extensive school closures from March-August 2020, attainment of children in P1-3 is lower than Local Authority targets. Raising the attainment of these groups of children is our highest priority.
- Across all areas, we have a significant number of children who are attaining beyond National Expectations. Ensuring adequate challenge for these children is of great importance.
- Robust analysis of attainment data has highlighted which children are not currently on track. Interventions are in place to support these learners.
- There will be a particular focus this session in Literacy at First Level – particularly Reading and Writing in P2 and P3.
- Currently, around 10% of children at Low Port are in receipt of Support for Learning to address Additional Support Needs. We will continue to provide interventions for children who require additional support, in order to ensure that we are raising attainment for all.
- Recognising the impact that the closures will have had on the wellbeing of our children, a further universal priority for 2021-22 is the regular collection and robust analysis of data on self-reported HWB Indicators.
- At Low Port, our PEF allocation is used to fund additional hours for PSWs, in order to support our most vulnerable children. Through these supports, 100% of our Quintile 1 learners are attaining in line with national expectations. In addition to academic support, we are keen to ensure that we are providing support to any children who are self-reporting negatively against the HWB indicators.
- Working closely with external agencies and following the Nurturing Wellbeing approaches of West Lothian Council, we will ensure that high quality supports and interventions are in place to address the health and wellbeing of all learners.

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

Following the school closures and the subsequent recovery period, a major focus for this session will be on reexploring and supporting the Health and Wellbeing of all learners. In order to facilitate this, we will deliver a high quality HWB curriculum, provide regular opportunities for children to report against the HWB indicators, closely follow the Nurturing Wellbeing approaches set of by West Lothian Council and liaise with external agencies and families. The impact of these interventions will be robustly monitored through our data analysis processes.

In order to raise attainment for all, the school's Principal Teacher, Support for Learning teachers (SfL) and PSW team will work with small target groups of identified children. These targeted interventions will focus on improving raising the attainment of identified children in Literacy and Numeracy – particularly in P1-3. Part of this process will include discrete SfL sessions, close support from our highly skilled PSWs and liaison with external agencies to ensure that the most appropriate supports are in place.

Over the last session, our school team has been both proactive and reactive with regards to changing circumstances surrounding COVID. Our In-School and online provision has evolved fluidly to maintain a real relevance throughout this process. We will seize the opportunity to carry out a Curriculum refresh, taking all of the fantastic lessons we have learnt into account, taking our provision to new and exciting places.

Low Port Primary 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>
Raising attainment for all, particularly in literacy and numeracy: <ul style="list-style-type: none"> - Consistent approach to learning, teaching and assessment (including marking and feedback) agreed and solidified in a Learning, Teaching and Assessment policy. - A post COVID Curriculum Refresh, updating and rejuvenating the schools' curriculum - A 'Level' wide approach to conducting Tracking and Monitoring meetings, ensuring a greater understanding of achievement of a level across the staff. - Increased use of outdoor learning opportunities to extend teaching and learning. - Increased involvement and engagement with parents in Family Learning opportunities 	<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	<ul style="list-style-type: none"> - A consistent approach to Learning, Teaching and Assessment is arranged into an updated LPPS LTA Policy - PRDs of teaching staff linked to best practice in teaching and learning - HT and PT to link with EO in conducting first phase of a Curriculum Refresh - Continued focus on outdoor learning to improve engagement, enjoyment and attainment of learners - Attainment Meetings to switch from 1:1 format to 'Level' based approach, deepening understanding of achievement of a level for staff teams - Use of '100 day Promise' teacher to support attainment across P1-3 classrooms as part of a team teaching approach - Introduce Reciprocal Reading, a structured approach to teaching reading strategies (questioning, clarifying, summarising and predicting) that students can use to improve their reading comprehension. - Cluster training delivered by RIC - Network with cluster colleagues to evaluate progress and share outstanding practice. 	June 2022	By June 2022, whole school mean average attainment data to be above 95% for all Numeracy and Literacy areas. By June 2022, LTA policy to have been co-created with all teaching staff. By June 2022, QI activities to show all teaching and learning observed aligns with LT&A policy By June 2022, Staff, Parents and Children will have been consulted in first phase of curriculum refresh. By June 2022, 50% of parents to have engaged with a family learning / engagement event By June 2022, 90% of learners through the school to regularly engage with online home learning
Closing the attainment gap between the most and least advantaged children: <ul style="list-style-type: none"> - Use robust data analysis to identify children for whom the attainment gap is most prevalent. - Ensure targeted interventions are in place for identified learners. 	<input checked="" type="checkbox"/> School Improvement <input checked="" type="checkbox"/> School Leadership <input 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	<ul style="list-style-type: none"> - Use of robust data analysis to highlight identified learners - Tracking and monitoring meetings with relevant staff to set next steps for identified children - Targeted interventions in place for identified learners - Use of PEF funding where appropriate to prevent digital exclusion of identified families - Parental Learning opportunities in order to support identified families in working with their children at home - Participatory Budgeting strategies used to reduce cost of school day for identified families 	June 2022	By June 2022, 100% of all Quintile 1 learners to be on track or above when measured against National Expectations. By June 2022, 100% of Quintile 1 families to regularly engage in Home Learning tasks online. Family Learning and Engagement calendar completed, in conjunction with LPFP working party.
Improvement in all children and young people's wellbeing: <ul style="list-style-type: none"> - Continue to embed robust systems for children to regularly self-report against HWB indicators. - Plan for significant interventions for identified children as part of Nurturing Wellbeing approach - RSHP resource to be embedded within our curriculum and delivered consistently through the school - Support the delivery of counselling sessions via Wellbeing Scotland and LYPP. - Increase extra-curricular provision in order to 	<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	<ul style="list-style-type: none"> - Universal Interventions such as Building Resilience and One Trusted Adult approach in conjunction with HWB curriculum - Robust analysis of HWB data to identify children who require support - PT to lead HWB intervention teams, facilitating Nurture sessions for identified children - Counselling sessions for identified children through LYPP and Wellbeing Scotland - HWB curriculum updated to include RSHP resource - CLPL to ensure all staff are confident in delivery of RSHP resource - Enhanced transition for N-P1 and P7-S1 pupils, 	June 2022	By June 2022, 97% of HWB Indicator data responses to be 'Green'. By June 2022, 100% of children in school participate in Vertical Learning Groups By June 2022, 100% of identified learners are allocated a space on a Nurture session, LYPP session or Wellbeing Scotland intervention. By June 2022, 40% of all children to have

<p>enhance opportunities for physical activity and school sport</p>		<p>where required.</p> <ul style="list-style-type: none"> - Pupil Voice used to actively respond to pupil views - Pupil participation in the Four Arenas ensured through decision making groups - HWB Indicator Audit carried out by PT, with indicator-specific action plans. - After school clubs to be reinstated, in conjunction with West Lothian Leisure colleagues <ul style="list-style-type: none"> - Introduce RSHP framework across P1 – P7 - Cluster to agree identified timescales for delivery of specific content - Information sway designed and shared with parents via school website to increase understanding of the RSHP resource. 		<p>participated in a School Sport extra-curricular opportunity</p> <p>As part of ongoing QI activities, Learning Conversations show evidence of delivery of RSHP resource:</p> <ul style="list-style-type: none"> - Baseline teacher confidence questionnaire - Evaluation of staff training feedback form - End of term teacher confidence questionnaire
<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p> <ul style="list-style-type: none"> - All home learning opportunities to be delivered via online platforms (Seesaw P1-3 and Teams P4-7) - Provide parental learning opportunities for our families, enabling them to support their children online from home - Develop STEM resources through the school to enhance the curriculum - In line with COP26, ensure a renewed focus on Learning for Sustainability 	<ul style="list-style-type: none"> <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 	<ul style="list-style-type: none"> - Significant investment in STEM resources to support high quality delivery, via Edina Trust and Education Scotland STEM grants - High quality STEM sessions delivered to all learners P1-7as part of RCCT provision - School to liaise closely with WL STEM Lead to produce a STEM Curricular Overview for LPPS - Digital Leaders to share best practice, ensuring digital opportunities present in every classroom - Online safety learning sessions in every class at least termly - ECO VLG group to attend Learning for Sustainability conference and work towards reapplication of Eco Flag award - Learning for Sustainability to be a central pillar within Curriculum Refresh - Eco Fortnight planned by VLG group to coincide with COP26 - VLG group dedicated to developing skills for learning, life and work 	<p>June 2022</p>	<p>Gold Rights Respecting Schools award to be retained.</p> <p>Eco Flag to be renewed and retained.</p> <p>By June 2022, Digital Schools Award to be achieved</p> <p>Staff confidently using SeeSaw and Teams to provide high quality online learning opportunities for children.</p> <p>By June 2022, parental learning opportunities in place to support parents in facilitating home learning</p> <p>By June 2022, 90% of learners through the school to regularly engage with online home learning</p>