

**LONGRIDGE PRIMARY SCHOOL  
SCHOOL IMPROVEMENT PLAN  
RECOVERY PHASE PLAN**

**2020 / 2021**



# Factors Influencing the Improvement Plan

## School Factors

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

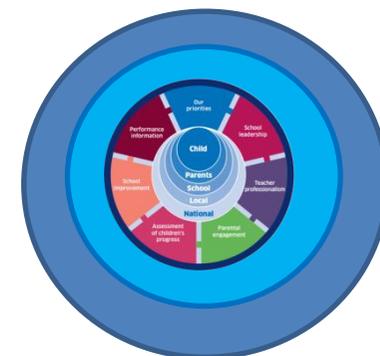
## Local Authority Factors

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



**Vision and Values and Aims**  
**Longridge Primary School**

(Developed by pupils, parents and community 2017)

**Our Values**

**RESPECT** ★ **COMMUNITY** ★ **EQUALITY** ★ **BELIEF** ★ **LOVE**

**Our Vision**

**We as a school community are committed to excellence and equity and are committed to delivering a challenging curriculum which offers motivating and high quality learning experiences.**

**Our Aims**

- To have equity and well-being at the centre of the curriculum.
- To promote an early learning culture through play and active learning.
- To promote a growth mind-set fostering the love of challenges, an understanding of mistakes and an ability to persevere.
- To ensure access to quality resources, opportunities, supports and interventions to ensure every child can reach their potential.
- To develop a generation of global and local community focussed resilient and enthusiastic individuals with high aspirations.
- To promote our values across all aspects of school life

## **Contextual Data Analysis and Curriculum Rationale for 2020 /21 SIP**

The track 3 attainment for Longridge Primary School shows that the majority of P1 pupils achieved Early Level Reading and Writing by the end of P1. Most children achieved Early Level Listening and Talking by the end of P1. The majority of pupils in P1 achieved Early Level Numeracy and Mathematics by the end of P1. By the end of P4 most pupils achieved First Level Reading and Listening and Talking. The majority of pupils achieved First Level Writing. The majority of pupils in P4 achieved First Level Numeracy and Mathematics. By the end of P7 less than half of the pupils achieved Second Level Writing. The majority of P7 pupils achieved Second Level reading and listening and talking. Less than half of the P7 pupils achieved Second Level Numeracy and Mathematics. In session 2019/20 we have a strong focus on developing reading and writing across the school in order to raise future attainment. All staff will be trained in Reciprocal Reading this session and will also further develop their understanding of our new writing programme.

As 38% of our children at Longridge are identified as having additional support needs, we have invested in additional staffing to support our children's needs and to raise attainment in Literacy and Numeracy. Our PEF employed Pupil Support Worker will continue to work 3 days per week with pupils on targeted interventions in Literacy and Numeracy. We have also employed an Additional Support for Learning Teacher for 1 day per week to support vulnerable pupils and pupils who have identified learning gaps. Our Pupil Support workers are also timetabled to support the delivery of targeted interventions in order to raise attainment.

During the lockdown period, most of the pupils in P4-P7 regularly engaged with the online learning through TEAMS. P1-P3 pupils were sent weekly learning grids during the school closure and again most pupils engaged with this learning. The feedback we received from families was very supportive and it was identified that they as parents felt supported. The pupils who were identified as not engaging with learning during lockdown were supported by staff and given strategies and alternative means to access their learning.

# Longridge Primary School Recovery Curriculum



Taking notice of changing needs and circumstances within **our** community and adapting our curriculum.

### Values

Community  
Belief  
Love  
Equality  
Respect

### Rules

Respect  
Ready  
Safe

### Learning Re-explored:

The enduring, long-term aspiration for our pupils, communities and school.

Consider new possibilities

**Values**

### Our Priorities

Health & Wellbeing  
Teaching, Learning & Assessment  
Literacy  
Numeracy  
Developing The Young Workforce  
Digital Technologies

### Health & Wellbeing of All

Pupils self reporting and supported by their trusted adult.

Nurturing Approach

Relationships are at the heart of everything we do.

**Relationships**

### Developing the Young Workforce

Experiences which equip our learners with opportunities for **their** future.

Skills centred approach

Wider Achievements

**Relevance**

### Pupils Leading Learning

Self evaluation  
Pupil as Leaders  
Head Pupils  
Learning Ambassadors

Self-Evaluation

Staff CLPL

### Learning, Teaching & Assessment

Digital Technologies  
Play Based Learning  
Revising approaches to teaching literacy  
Interdisciplinary Learning  
Agile Learning  
Assessment  
Moderation

### Agile Learning

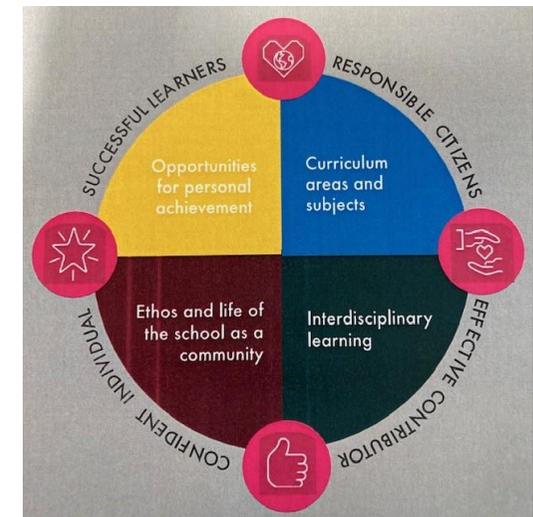
An agile learning culture aims to immerse young people in a learning environment in which they gain the skills, knowledge and adaptability to flourish.

Motivation through engagement: interests, passions and initiative.

Shared Ownership: pupils, parents and teachers.

No boundaries: Learning is indoors, outdoors, at school, at home, online, local and global

**Courage**



## Longridge Primary School - School Improvement Planning (Recovery Phase) 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>All children will be able to self-report on their wellbeing. This will provide us with opportunities to target support effectively.</p>	<p>Implement wellbeing self-assessment action plan led by Health and Wellbeing Lead. This will include the implementation of a trusted adult approach including regular planned trusted adult conversations.</p> <p>Developing our Health and Wellbeing Curriculum, looking at data and developing curriculum interventions and targeted interventions. Health and Wellbeing Audit to be carried out in the school to support this.</p> <p>Emotion works recovery programme to be embedded across all stages.</p> <p>Baseline assessments for pupils through Health and wellbeing Questionnaire and regular tracking and monitoring of pupil health and wellbeing.</p>	<p>Aug 2020 – June 2021</p>	<p>Almost all children will have a good understanding of wellbeing indicators and how they link to their overall wellbeing.</p> <p>Increased teacher knowledge and confidence of planning and delivering health and wellbeing across the curriculum.</p> <p>All pupils who require additional support have appropriate targeted interventions in place in school and from partner agencies.</p> <p>Almost all pupils can recognise and talk about different emotions and how they impact on behaviours.</p>
<p><b>Raising attainment for all, particularly in literacy and numeracy:</b></p> <p>All pupils will receive well planned, high quality learning in literacy and numeracy which provides appropriate progression and pace.</p> <p>Provide high quality learning experiences across the four contexts of learning.</p> <p>Continue to raise attainment in numeracy.</p>	<p>Letterland phonics programme introduced in P1 and P2 to increase pace of learning and progression.</p> <p>PM benchmarking of reading for all pupils to identify their reading age and their strengths and weaknesses in becoming a balanced reader.</p> <p>CLPL on Reciprocal Reading for all staff members to increase their confidence in teaching reading.</p> <p>Cluster moderation of writing to ensure shared standards and to support teacher professional judgement.</p> <p>Cluster literacy plan ensures writing is taught across all four contexts of learning and in a variety of genres.</p> <p>Further develop teacher confidence in profiling in Literacy, Numeracy and Mathematics.</p> <p>Continue to use SEAL and Number talks across all stages.</p>	<p>Aug 2020 – June 2021</p>	<p>Baseline assessments carried out at start of term and regular assessments thereafter show added value.</p> <p>Almost all pupils, through focus groups, feedback positively about their learning in Literacy and Numeracy.</p> <p>At least 90% of observed lessons are good or above across all subject areas.</p> <p>A consistent approach in writing across the cluster.</p> <p>Increased teacher confidence in writing assessment.</p>
<p><b>Closing the attainment gap between the most and least advantaged children:</b></p> <p>Targeted interventions in literacy and numeracy across the school.</p>	<p>Initial focus on Literacy, Numeracy and Health and Wellbeing.</p> <p>Robust tracking and monitoring procedures in place to identify needs at an early stage and put support in place.</p> <p>Planned universal and targeted interventions to support identified children.</p>	<p>Aug 2020 – June 2021</p>	<p>Action plans in place for PEF pupils and pupils with additional support needs.</p> <p>All PEF children making steady progress and showing added value.</p>
<p><b>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</b></p> <p>To embed the Career Education Standard in all aspects of the curriculum</p>	<p>Skills for learning, life and work will be introduced across the curriculum.</p> <p>Agile learning explored and higher order thinking skills will be developed through IDL to support skills development.</p> <p>Implement STEM Lead Action Plan within the school.</p> <p>Continue to develop digital literacy across the school.</p>	<p>Aug 2020 – June 2021</p>	<p>Most children will be able to talk about the skills they use across the curriculum and how they relate to the world of work.</p> <p>Class teacher's will develop their understanding of STEM and have confidence in planning STEM learning.</p> <p>Children's' literacy skills will develop at every stage.</p>

