

# **Blackridge Primary School SCHOOL IMPROVEMENT PLAN**



**2024 / 2025**



**Courage**

**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? 4<sup>th</sup> 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



Courage

Relationships

Relevance

Values

# Vision, Values and Aims

## Vision

Learning Together, Achieving  
Together, Celebrating  
Together



## Values

Kindness  
Pride  
Community



## Aims

Successful Learners  
Confident individuals  
Responsible Citizens  
Effective Contributors



Courage

Relationships

Relevance

Values

# Curriculum Rationale

## Learning across the four contexts at Blackridge Primary



### Opportunities for personal achievement

Achieving Together @Blackridge Primary & ELC

**Reading Schools**

DIGITAL SCHOOLS AWARDS SCOTLAND

The ZONES of Regulation

sportscotland active schools WEST LoTHIAN

sportscotland GOLD SCHOOL SPORT AWARD

Learning, Teaching, and Assessment

Excellence in Personal Achievement

Excellence in Planning Practice

In partnership with the Wider Community

### Interdisciplinary Learning

Ti

Seesaw

FOOD FOR THOUGHT EDUCATION FUND

Office 365

Forest School TRAINING

Self-management: Focusing, Integrity, Adapting, Initiative

Social Intelligence: Communicating, Feeling, Collaborating, Leading

Innovation: Curiosity, Sense-making, Creativity, Critical thinking

The Curriculum  
"the totality of all that is planned for children and young people throughout their education"

### Ethos and life of the school as a community

How good is our school?

Kindness  
Pride  
Community

THE COST OF THE SCHOOL DAY

unicef

Learning Together, Achieving Together, Celebrating Together

### Curriculum areas and subjects

Assessment within BGE 2020/21 (Update)

Teaching Number

enrich Problem-solving School Enriching maths

Moderation Cycle



Courage

Relationships

Relevance

Values

All schools should consistently revisit the curriculum rationale that takes account of the most recent national and local guidance.

**Refreshed curriculum rationales should reflect the local authority commitment to Agile Learning approaches prioritising authentic fulfilment of the four capacities and contexts for learning, within the Refreshed Narrative. See link below to the 'Resources to support the refreshed CfE Narrative'.**

<https://education.gov.scot/improvement/learning-resources/resources-to-support-the-refreshed-curriculum-for-excellence-narrative/>



Courage

Relationships

Relevance

Values

## Contextual Data Analysis and Rationale for 2023/24 School Improvement Plan (maximum one side A4)

### a) Background - The context for the learners in your school

Blackridge Primary School and ELC serve the community of Blackridge, West Lothian. Our shared vision, values and aims ensure that we have a relationship-based approach and put wellbeing first for learners, families and staff. We have effective community links through engagement with our local Community Council and associated community groups, including Blackridge Parish Church and we have strong links with Armadale Academy and the cluster primary schools.

The school roll is 147. The staff team is made of an ambitious SLT team, consisting of the Head Teacher and Principal Teacher (Acting). We also have a nurturing team of 8 Class Teachers and a support for learning teacher who support learning across the school. In addition to the teaching staff, our non-teaching staff includes 7 Pupil Support Workers who support learners in a wide range of learning experiences. We are ably supported by an Administration Assistant who enhances the welcoming and nurturing ethos of Blackridge Primary School.

The ELC role is 34 and is staffed by an Early Years Officer and 6 Early Years Practitioners as well as a Pupil Support Worker. Strong links have been established across the ELC and Primary 1 to support transition and strengthen the Early Level, ensuring consistencies in pedagogical approaches.

The school and ELC benefit from an extensive school estate, which supports high quality outdoor learning experiences. We are committed to ensuring our learners reach their fullest potential and therefore offer a wide range of free, extracurricular activities to our learners.

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

- c) CfE - Overall, Gender, Diversity and Inclusion (vulnerable pupils), CoS, Challenge
- d) Early Years Trackers
- e) Wellbeing – Self Reporting analysis
- f) Engagement – Tracking data, Digital Connectivity, Participation (Wider Achievements)
- g) Any other relevant data to your school context – Parent/Carer views, Wider Stakeholder Views

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



Courage

Relationships

Relevance

Values

## Blackridge Primary - 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><b>Improvement in all children and young people's wellbeing:</b></p> <p style="color: green;">Relentless focus to support attendance for all learners to increase opportunities for learner engagement and raise attainment for all.</p> <p style="color: green;">(Placing 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"> <li>Increased focus on late coming to improve attendance in learners.</li> <li>Consistent &amp; progressive approaches within P.E. across the BGE within all cluster schools through:</li> <li>Increased engagement with Active Schools</li> <li>Planners (current) within primary settings to be evaluated</li> <li>Consistent planning tools/frameworks used across all cluster schools (block planners) to ensure robust curriculum, including <i>Better Movers and Thinkers</i></li> <li>CLPL sessions delivered/team teaching opportunities to develop staff capacity within this aspect of HWB around consistency and pedagogy (skills &amp; knowledge around P.E.)</li> <li>Clear learning, teaching and assessment approaches for P.E.</li> <li>Increased opportunities for pupil leadership – senior phase students helping in cluster schools and HWB Student Council</li> <li>Develop and embed refreshed HWB strategy at school level to support learner and staff wellbeing</li> <li>Embed updated positive relationships policy</li> <li>Continue with RRS journeys to embed UNCRC across all aspects of school life, including working towards Gold Level RRS award.</li> </ul>		<ul style="list-style-type: none"> <li>Attendance level will continue to improve evidenced through monthly attendance monitoring. This will result in attendance levels being above 90% for most learners. Increased use of Power BI platform to provide more rigorous monitoring opportunities.</li> <li>Learner engagement in P.E. will increase, monitored through bespoke T&amp;M sheet, to show over 90% of learners continuing to engage in P.E.</li> <li>T&amp;M of P.E. will evidence that 90% of learners are on track and progressing within P.E.</li> <li>Quality improvement activities will evidence a consistent approach across all levels to planned learning, teaching and assessment within P.E.</li> <li>Pupil Ethos Survey will increase for the question '<i>My school deals well with any bullying</i>' to positive responses being above 80%.</li> </ul>
<p><b>Raising attainment for all, particularly in literacy and numeracy(universal):</b></p> <p style="color: green;">Ensure formative and summative assessment approaches evidence</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	<ul style="list-style-type: none"> <li>Enhanced quality assurance procedures around impact of assessment professional learning.</li> <li>Embed assessment within all planning approaches</li> </ul>		<ul style="list-style-type: none"> <li>Quality improvement activities will evidence the 4 Part Lesson Structure within 90% of learning experiences.</li> <li>Planning moderation will evidence high quality assessments for literacy &amp;</li> </ul>



Courage

Relationships

Relevance

Values

<p>learner progress with a focus on pace and challenge. (Placing the human rights and needs of every child and young person at the centre of education)</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/>Curriculum and Assessment</li> <li><input checked="" type="checkbox"/>Performance Information</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson Study Model (First Level Cluster, Early &amp; Second Level in school)</li> <li>• Further develop school level assessment guidance in line with cluster framework</li> <li>• Increased focus on assessment through quality improvement activities</li> <li>• Develop shared understanding of Building Thinking Classrooms/Visible Learning to improve learner engagement</li> <li>• Enhance consistency in pedagogical approaches in literacy and numeracy through shared standards and expectations outlines within the 'Blackridge Sway'</li> <li>• Develop approaches to problem solving across the school through engagement in NRich Problem Solving Schools Programme.</li> <li>• Reading Schools Accreditation</li> </ul>		<p>numeracy for all learners, supporting professional judgement.</p> <ul style="list-style-type: none"> <li>• Writing attainment at P1, P4 &amp; P7 (combined) will increase to 82%</li> <li>• Reading attainment at P1, P4 &amp; P7 (combined) will increase to 82%</li> <li>• Learner conversations will demonstrate that almost all learners (90%+) are able to describe their strengths and next steps.</li> <li>• Pupil Ethos Survey will increase for the question 'Staff regularly give me feedback on my progress e.g. written comments, discussing with me, etc.' to positive responses being above 93%.</li> </ul>
<p>Tackling the attainment gap between the most and least advantaged children (targeted):</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/>School and ELC Improvement</li> <li><input checked="" type="checkbox"/>School and ELC Leadership</li> <li><input checked="" type="checkbox"/>Teacher and Practitioner Professionalism</li> <li><input checked="" type="checkbox"/>Parental Engagement</li> <li><input checked="" type="checkbox"/>Curriculum and Assessment</li> <li><input checked="" type="checkbox"/>Performance Information</li> </ul>	<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 <b>PEF Summary</b> 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. Please follow this link (<b>INSERT HYPERLINK</b>) to view our PEF Summary and find out more about our use of Pupil Equity Funding.'</p>		<p>Documented in PEF Plan</p>
<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:  Develop effective systems for profiling with learner voice at the heart across BGE  (Placing the human rights and needs of every child and young person at the centre of education)</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/>School and ELC Improvement</li> <li><input checked="" type="checkbox"/>School and ELC Leadership</li> <li><input checked="" type="checkbox"/>Teacher and Practitioner Professionalism</li> <li><input checked="" type="checkbox"/>Parental Engagement</li> <li><input checked="" type="checkbox"/>Curriculum and Assessment</li> <li><input checked="" type="checkbox"/>Performance Information</li> </ul>	<ul style="list-style-type: none"> <li>• Targeted woodwork opportunities across second level to increase learner engagement and achievement</li> <li>• Enhanced approaches to high quality expressive arts learning experiences <ul style="list-style-type: none"> <li>▪ Consistent approaches to high quality learner conversation/coaching discussions across the cluster, supported by HGIour School</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• Pupil Ethos Survey will increase for the question 'Learning at school is enjoyable' to positive responses being above 75%.</li> <li>• HWB trackers show that 90% of learners report they are achieving.</li> <li>• Learner conversations evidence that almost all learners can identify transferrable skills, with 90% of</li> </ul>



Courage

Relationships

Relevance

Values



		<ul style="list-style-type: none"> <li>▪ Consistent approaches to profiling across <i>4 Contexts for Learning, 4 Capacities, Meta Skills, Skills for Learning, Life and Work, UNCRC</i></li> <li>▪ Increased opportunities for parent/carer partnerships to enhance opportunities to support learners.</li> <li>▪ Enhance curriculum offer with consistent approaches to high quality outdoor learning, supported by partnerships.</li> </ul>		<p>second level learners able to discuss meta skills relevant to learning experiences.</p> <ul style="list-style-type: none"> <li>• Pupil Ethos Survey will increase for the question '<i>I know what my child is learning at school</i>'.to positive responses being above 78%.</li> <li>• 4 Arenas of Participation tracker data evidence that most learners (85%) have experienced opportunities for wider achievement.</li> <li>• Tracking of pupil participation in extracurricular clubs demonstrates that almost all learners have engaged in a school run club</li> <li>• Maintaining Gold Spots School Level as a result of high quality learning experiences in P.E. and wider opportunities.</li> </ul>
--	--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



Courage

Relationships

Relevance

Values