

# LINLITHGOW PRIMARY SCHOOL IMPROVEMENT PLAN



**2019 / 2020**

# Factors Influencing the Improvement Plan

## School Factors

Addressing Action Points identified in school's Self Evaluation procedures  
Cluster Improvement Plan Priorities (embedded within school improvement plan)  
Consistency in learning and teaching, implementing recommendations of *Improving Scottish Education*  
Flexible early learning and childcare implementation

## 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? 4<sup>th</sup> 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



# Striving for Excellence

Working with parents and others in our community, we aim to continually improve standards in the school and **strive for excellence** in the quality of learning and teaching, providing opportunities for pupils and staff to develop to their full potential.

## Our School Values

RESPONSIBILITY  
CREATIVITY  
INTEGRITY  
RESILIENCE  
ACHIEVEMENT  
RESPECT

## **Our School Aims**

### **Leadership and Management**

- To work in partnership with parents and maintain close links with the wider community.
- To ensure the school's promoted staff provide high quality leadership, management and support.
- To provide learning and teaching of the highest quality through the continuing professional development of all staff.
- To improve the quality of learning and teaching through the effective organisation and management of the school's resources.

### **Learning Provision**

- To provide a broad and balanced programme of work which meets the requirements of National Guidelines and the needs of the children.
- To provide the highest quality learning and teaching experiences which match the needs of children and help them reach their full potential.
- To continue to develop Linlithgow Primary as an active, healthy and environmentally aware school community.

### **Successes and Achievements**

- To ensure that all pupils are able to realise their potential through the promotion and recognition of achievement and excellence.
- To provide a safe, caring and welcoming environment which promotes achievement and attainment.
- To ensure that every child feels valued and supported and has equal access to all opportunities within the school.



## Learning and Teaching

Growth Mind-set Active Learning  
Outdoor Learning Number Talks  
SEAL AifL Creativity & Innovation  
Digital Learning

## 7 Principles

Challenge & Enjoyment, Breadth,  
Progression, Depth, Personalisation  
& Choice, Coherence, Relevance

## Curricular Areas

Literacy & English  
Mathematics & Numeracy  
Social Subjects  
Science  
Expressive Arts  
Technologies  
Religious and Moral Education



## Contexts for Learning

Ethos and Life of the School  
School Vision and Aims  
Curricular Areas and Subjects  
Core Subjects: Literacy and Maths  
Interdisciplinary Learning  
Making connections across  
curricular areas  
Opportunities for Personal  
Achievement  
Achievement in classroom and  
beyond



## Learning for Life

Developing the Young Workforce  
Skills for Learning  
Skills for work  
Skills for Life  
Partnership working

## Interdisciplinary Learning Skills

Multi Cultural Creative Scientific  
Digital Technology Scottish Studies  
Historical Global Topical Healthy



## Achievements

Rights Respecting School  
Eco School  
After School Clubs  
Sports Committee  
House Captains/Groups  
Palace Guides  
Awesome Achievers  
Achievement Wall  
Assemblies  
Pupil Voice  
Young Leaders  
Primary Engineers  
Buddies





## The 7 Principles of Curriculum for Excellence

Challenge + Enjoyment, Breadth, Progression, Depth, Personalisation + Choice, Coherence, Relevance



Setting the Table  
- Developing and Encouraging Healthy Food Choices



### Contexts for Learning

- Ethos and life of the ELC
- Curricular Areas and Subjects
- Building the Ambition and the Care Inspectorate
- High Quality Play Experiences
- Learning and Teaching



### Learning and Teaching

- Outdoor learning
- Experiential play
- Encourage natural curiosity
- Develop creativity
- Promote literacy and numeracy skills
- Embed digital technology
- Offer high quality learning experiences
- Recognise and develop schemas



### Our Vision Statement



Linlithgow Primary Nursery Class is a fun, safe, creative and nurturing setting where children are valued and stimulated through a high quality learning environment that children are encouraged to explore. We will value the use of the amenities and the people in our local environment.

Staff will be kind, attentive and caring and will work together with Parents and Carers to enhance and celebrate success at home and in the wider world. We will encourage self-confidence and life-long learning through play where children will be encouraged to take an active role in their learning. Linking with GIRFEC the nursery will encourage social and emotional wellbeing as well as a healthy lifestyle. Children will be encouraged to eat healthy and will also have access to a high quality outdoor experience.

### Building the Ambition Themes

- Playing and Learning
- Understanding Attachment
- Developmental Stages and Key Characteristics
- Putting Pedagogy into Practice
- Key Elements of a Quality Setting

### Care Inspectorate Themes

- Quality of care
- Quality of environment
- Quality of staffing
- Quality of leadership and management



## Curriculum Rationale

### Curricular Areas

- Literacy and English
- Mathematics and Numeracy
- Health and Wellbeing
- Social Subjects
- Sciences
- Expressive Arts
- Technologies
- Religious and Moral Education



### High quality play experiences encourage children to:

- Develop awareness of themselves and others
- Explore, investigate and experiment
- Develop and express self confidence
- Express ideas and feelings
- Work and learn with others
- Consolidate previous learning
- Be challenged in new learning



Getting Ready to Read



My World Outdoors



Our Creative Journey

Successful Learning

Confident Individuals

Responsible Citizens

Effective Contributors

## The 4 Capacities of Curriculum for Excellence



## Contextual Data Analysis and Rationale for 2019/20 SIP

### a) Background

Linlithgow Primary school is a non-denominational school serving the northwest side of Linlithgow. In session 2018 – 2019 we had a school roll of 417 primary children, with a further 120 children in our Early Learning and Childcare setting, using am, pm or full day provision.

Linlithgow Primary School works with partner schools within the Linlithgow Academy cluster. This session the school has had 15 classes with 21 teachers, one Additional Support Needs teachers, 3 Principal Teachers, a non-teaching Depute Head Teacher and Head Teacher. The school benefits from specialists in Modern Languages, Music and P.E. Tuition in Brass and strings is provided for children from P5 to P7. The Early Learning and Childcare Provision is made up of two EYOs and a team of Nursery Nurses and Pupil Support Workers. The school has been well supported by a team of six Pupil Support Workers who assist pupils in class. Clerical support is provided by one Administrative Assistant and one Clerical Assistant. We have a fully supportive Parent Council and Fundraising Group, who are very active in school, especially in the areas of fundraising, communication and liaison. We have a teaching staff with a very well balanced range of experience, including a probationary teacher and full year MA placement student.

### b) Data

The school benefits from a catchment with an average SIMD of 5 and over 70% of our pupils are in the 4<sup>th</sup> and 5<sup>th</sup> quintiles.

We have less than 1% of our pupils in quintiles 1 & 2 and 24% in quintile 3. 31% in quintile 4 and 46% in quintile 5. We have a Free School Entitlement of 6.69%.

We have good attendance overall in school with an average of 97% against the authority average of 95%.

Within Continuum of Support – we have 75% of children at Level 1, 24.25% at Level 2, 0.25% at Level 3 and no children at Level 4.

Professional Judgement identifies significant number of children who are achieving expected levels in all subject areas, at all stages.

Year Group	Year	Reading	Writing	Listening & Talking	Numeracy
P1	16-17	76%	73%	83%	83%
	17-18	89%	89%	87%	89%
	<b>18-19</b>	<b>83%</b>	<b>81%</b>	<b>90%</b>	<b>90%</b>
P4	16-17	92%	100%	91%	89%
	17-18	95%	79%	94%	90%
	<b>18-19</b>	<b>94%</b>	<b>82%</b>	<b>90%</b>	<b>85%</b>
P7	16-17	80%	75%	86%	74%
	17-18	89%	84%	96%	86%
	<b>18-19</b>	<b>78%</b>	<b>80%</b>	<b>98%</b>	<b>80%</b>

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

A number of pupils who are not achieving at the expected levels in writing and reading are impacted by more than one identified barriers to learning. We have 32 children in school who fall under Pupil Equity Funding. They are quite a diverse group of children;

<b>32 PEF children</b>	<b>Reading</b>	<b>Writing</b>	<b>Talking and Listening</b>	<b>Numeracy</b>
<b>On track</b>	22	20	23	22
<b>Not on track</b>	10	12	9	10
<b>% Not on track</b>	31.22%	38%	28%	31.22%

<b>32 PEF children</b>	<b>Quintile 1</b>	<b>Quintile 2</b>	<b>Quintile 3</b>	<b>Quintile 4</b>	<b>Quintile 5</b>
	2	0	22	6	2
<b>No. not on track (in any core subject)</b>	2	8	2		

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

- Two Pupil Support Workers (PSWs) will be retained to provide focussed literacy and numeracy interventions at P1, P5 and P7, where the highest level of intervention is required.
- We propose to use PEF to create opportunities for two principal teachers who will have a specific PEF remit.
  - PEF Literacy PT:
    - To raise attainment in writing across the school with a focus on quintile 1 and 2 pupils
    - To take a lead role in developing a consistent approach to learning and teaching across the school with a clear focus on Literacy.
  - PEF H&W PT: (Lead on 3.1 and 2.4)
    - To ensure equity of support for learning across the school
    - To co-ordinate packages of support for identified pupils
    - To create a package of training for PSWs to best enable them to support pupils in quintile 1 & 2
    - To further enhance nurture provision across the school
    - To take a lead role in developing a consistent approach to learning and teaching across the school with a clear focus on health and wellbeing

**Linlithgow Primary School - School Improvement Planning for Ensuring Excellence and Equity**

<b>School priorities linked to NIF priorities</b> <i>(observable, measurable outcomes which focus on learning, achievement and wellbeing)</i>	<b>NIF driver mapping</b> <i>(check as appropriate)</i>	<b>Proposed Actions</b> <i>(note any external supports e.g. Cluster, authority, RIC etc.)</i>	<b>By</b>	<b>Measures of Success</b> <i>(include performance data, quality indicators and stakeholders' views)</i>
<p><b>Raising attainment for all, particularly in literacy and numeracy:</b></p> <p>Learners are more involved in dialogue about the learning process, are able to talk confidently about their learning and skills and can assess their own progress and can identify next steps. Improved pedagogy consistently across the school.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> School Improvement</li> <li><input checked="" type="checkbox"/> School Leadership</li> <li><input checked="" type="checkbox"/> Teacher Professionalism</li> <li><input checked="" type="checkbox"/> Parental Engagement</li> <li><input checked="" type="checkbox"/> Assess. of Chdn's Progress</li> <li><input checked="" type="checkbox"/> Performance Information</li> </ul>	<ul style="list-style-type: none"> <li>- Tapestry programme</li> <li>- Teacher / Learning communities established as an effective professional learning model for improvement in pedagogy based on research in pedagogy and equity.</li> <li>- 5 key strategies in AiFL</li> <li>- Implement Tapestry Action led by school lead learner.</li> <li>- Individual PRD targets are focussed on pedagogical practice</li> </ul>	<p>June 20 Tapestry Lead Learners (TBC) All staff</p>	<ul style="list-style-type: none"> <li>➤ Clear measures and outcomes of action plan reviewed regularly throughout the session with tapestry lead learner.</li> <li>➤ All staff report positively through professional dialogue meetings about the impact of tapestry on their classroom practice.</li> <li>➤ All staff participate in peer observations and can discuss through professional dialogue the impact of this process.</li> <li>➤ Through learning conversations and pupil questionnaires 90% of learners can engage in dialogue about the learning process and can talk about their learning, progress, skills and next steps.</li> <li>➤ At least 90% of observed lessons are good or above across all subject areas.</li> <li>➤ At least 80% of stakeholders reporting agree or above in stakeholder survey (L&amp;T questions)</li> </ul>
<p>All learners are active, consulted and engaged in the process of self-evaluation and school improvement resulting in higher levels of pupil participation in the life of the school.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> School Improvement</li> <li><input checked="" type="checkbox"/> School Leadership</li> <li><input checked="" type="checkbox"/> Teacher Professionalism</li> <li><input type="checkbox"/> Parental Engagement</li> <li><input checked="" type="checkbox"/> Assess. of Chdn's Progress</li> <li><input checked="" type="checkbox"/> Performance Information</li> </ul>	<ul style="list-style-type: none"> <li>- Pupils and staff use How Good Is OUR School toolkit to evaluate what is working well for the school community and what needs further improvement.</li> <li>- Pupils and staff use 'Learner Participation in Educational Settings (3- 18)' document and framework to self-evaluate pupil participation in the 4 arenas: - Learning, Teaching and Assessment - Opportunities for Personal Achievement - Decision Making Groups - Connection with the Wider Community</li> <li>- Pupils take responsibility for leading aspects of self-evaluation and contribute evidence to support whole-school self-evaluation and improvement</li> <li>- Pupil Improvement Team established with clear action plan created.</li> <li>- Develop a system to record pupils leading learning across the school.</li> </ul>	<p>Lead: DHT June 20</p> <p>All staff</p>	<ul style="list-style-type: none"> <li>➤ Participation readiness checklist shows clear direction of travel and next steps.</li> <li>➤ All staff report an increased confidence in reporting on pupil participation within the 4 arenas.</li> <li>➤ 90% increase in pupil participation RAG evidence</li> <li>➤ All pupils grow in confidence through pupil learning conversations.</li> <li>➤ Increased pupil voice through house gatherings to gather evidence in the 5 HGIOUR school themes.</li> </ul>
<p>All pupils will experience high quality learning and teaching in all classrooms, by engaging practitioners in supported professional learning.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> School Improvement</li> <li><input checked="" type="checkbox"/> School Leadership</li> <li><input checked="" type="checkbox"/> Teacher Professionalism</li> <li><input type="checkbox"/> Parental Engagement</li> <li><input checked="" type="checkbox"/> Assess. of Chdn's Progress</li> <li><input checked="" type="checkbox"/> Performance Information</li> </ul>	<ul style="list-style-type: none"> <li>- Cluster in-service day led by Jaz Ampaw-Farr with key note speech and workshop sessions for all staff.</li> <li>- Clear focus on:                             <ul style="list-style-type: none"> <li>• Approaches to excellent teaching &amp; learning</li> <li>• The difference a teacher can make in the life of a child.</li> <li>• Teacher values</li> <li>• What outstanding teaching looks like?</li> <li>• Practical ideas to enhance teaching &amp; learning</li> <li>• Elements of staff health &amp; wellbeing</li> </ul> </li> <li>- Teachers to create individual next steps to enhance classroom practice and inform professional learning across the cluster.</li> </ul>	<p>Sept 19 Action Plan – ongoing</p> <p>All staff</p>	<ul style="list-style-type: none"> <li>➤ SMT observations show that in almost all classes there is high quality learning and teaching.</li> <li>➤ Learning conversations demonstrate that pupils can talk about their learning.</li> <li>➤ There is an impact on attainment for 90% or more of pupils.</li> </ul>

<p>To raise attainment in writing.</p>	<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"> <li>- Evaluate where we are now with regards to the schools approach to teaching writing.</li> <li>- Agree planning / assessment for the year</li> <li>- Agree structure of the week for writing opportunities</li> <li>- Introduce a writing profile to clearly demonstrate progress from Nursery – P7</li> <li>- Research the benefits of weekly Talk Homework</li> <li>- Introduce 'Free Writing Friday'</li> <li>- Research PM writing resource</li> <li>- 1 x in-service day dedicated to developing writing curriculum</li> <li>- 1 x CAT session to review progress</li> </ul>	<p>Lead: PT (AB)</p> <p>All staff</p> <p>Aug 19 Jan 20</p>	<ul style="list-style-type: none"> <li>➤ Format for the school year in place to demonstrate progression and coverage of the 6 writing genres.</li> <li>➤ Ongoing assessment shows progress for all learners.</li> <li>➤ Writing profile shows progression from Nursery – P7</li> <li>➤ Pupil, staff and parent evaluations of Talk Homework</li> <li>➤ Pupil evaluation of 'Free Writing Friday'</li> <li>➤ Writing attainment has increased for almost all learners</li> <li>➤ SNSA data shows an increase in pupils who achieve the level in writing (in line with teacher professional judgement)</li> </ul>
<p>Increase staff confidence in the process of moderation and achievement of a level ensuring consistency of professional judgement across the Cluster.</p>	<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"> <li>- Cross sector analysis will continue with representation from all Cluster schools including Academy</li> <li>- Moderation planned based on priorities identified from the Cluster SNSA analysis</li> <li>- Cluster SNSA analysis informing individual school interventions, where relevant across all classes</li> <li>- Utilise Cluster QAMSO representatives to support the development of a quality moderation model</li> <li>- Time allocated for staff to work within levels to plan and moderate writing (Term 2) and numeracy (Term 4)</li> <li>- Exemplar pack for writing to exemplify the standards of writing and holistic numeracy assessment evidence.</li> <li>- 4 x 1 ½ hour sessions, plus 4 x travel time of 2 hours = 8 hours – moderation and evaluation of individual classroom plan</li> <li>- 4 additional hours (preparation for moderation sessions) – reflecting and reviewing on classroom self-evaluation</li> </ul>	<p>Lead: DHT</p> <p>June 20 All staff</p>	<ul style="list-style-type: none"> <li>➤ SNSA results will show a 90% increase in attainment for literacy and numeracy.</li> <li>➤ SNSA analysis at cluster level provides information for teachers to address through planning for the curriculum (including interventions)</li> <li>➤ Staff will have an exemplar pack for guidance for writing.</li> <li>➤ All teachers will report an increased confidence in their teacher judgement</li> </ul>
<p>Increase opportunities for learners to learn through play both indoors and outdoors.</p> <p>Develop Froebelian approaches across early level.</p>	<input checked="" type="checkbox"/> School Improvement <input checked="" type="checkbox"/> School Leadership <input 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"> <li>- Evaluate current practice</li> <li>- Liaise with ELC to ensure smooth transition between nursery and P1 – progression in play approaches</li> <li>- Research practice across WL and RIC – what is working well in other settings?</li> <li>- Research effective methods to plan and record play opportunities / experiences – What is the intended learning?</li> <li>- Play planners developed for early and first levels</li> <li>- Information session for parents about the importance of play</li> <li>- Audit of outdoor learning (play opportunities)</li> <li>- Training for PSW on outdoor purposeful play</li> <li>- PSW good practice visits to WL &amp; RIC schools to observe purposeful play opportunities</li> <li>- ELC and P1 to further explore the Froebelian approach enhance early level.</li> </ul>	<p>Lead: PT (LM)</p> <p>June 20 Early Level staff</p>	<ul style="list-style-type: none"> <li>➤ Self-evaluation of current play provision shows clear direction of travel and next steps.</li> <li>➤ Outdoor learning audit of play opportunities provides a clear picture of strengths and next steps.</li> <li>➤ Staff confidence levels in the planning, delivery and assessment of play opportunities / experiences.</li> <li>➤ Parent feedback shows an understanding from almost all parents about the importance of play within the curriculum.</li> <li>➤ PSW evaluations of good practice visits – next steps discussed through PSW meetings</li> </ul>
<p>To increase numeracy attainment across the school.</p>	<input checked="" type="checkbox"/> School Improvement <input checked="" type="checkbox"/> School Leadership <input 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"> <li>- Further embed the use of Number Talks across the school.</li> <li>- Staff training provided for all staff on conducting number discussions.</li> <li>- Every class to dedicate time to number discussions (daily)</li> </ul>	<p>All staff Nov 19</p>	<ul style="list-style-type: none"> <li>➤ Increased attainment in numeracy – above 90% at each stage.</li> </ul>

