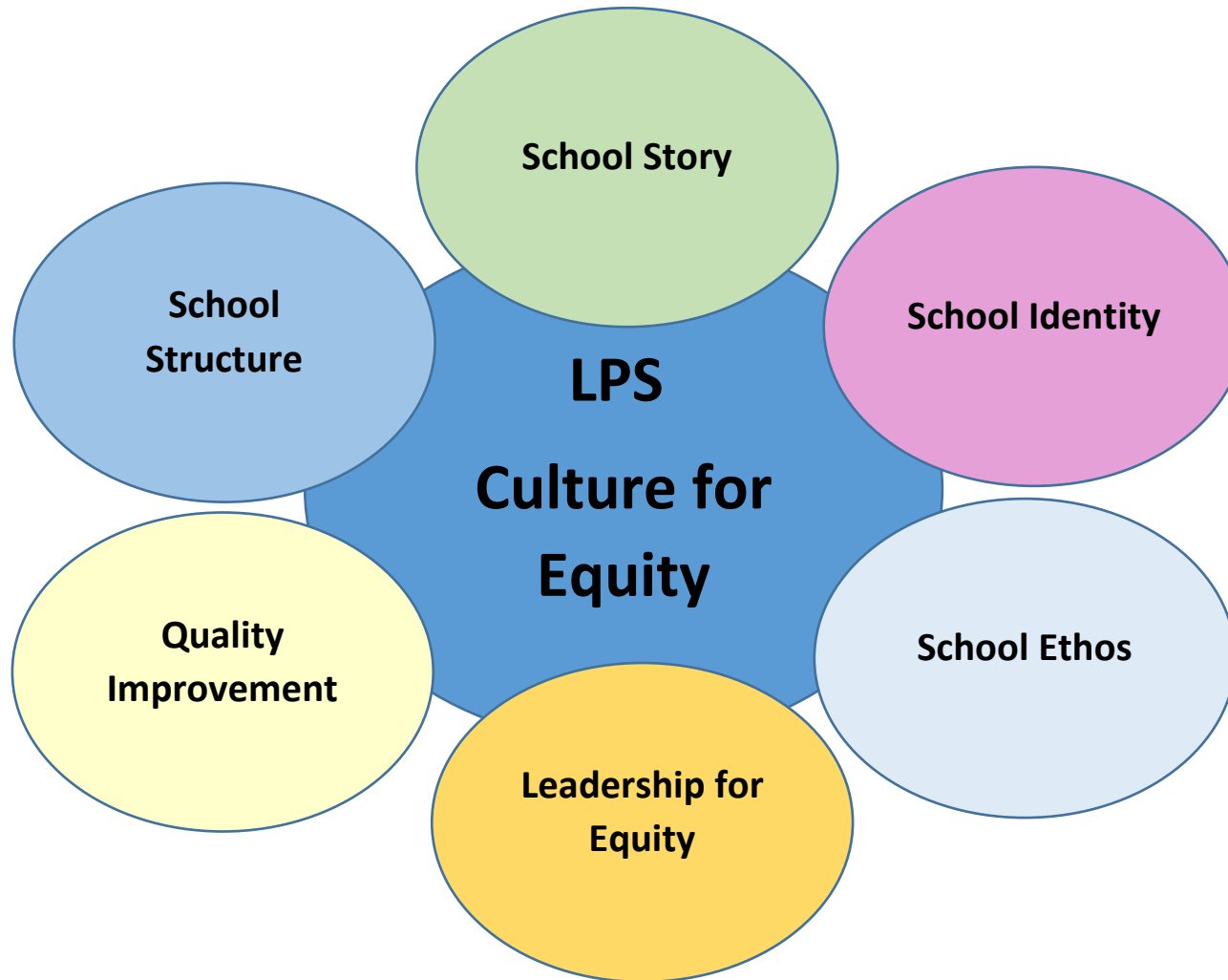




Linlithgow Primary School

Excellence and Equity Strategy 2024-2025



Our School receives approximately £31,000 in Pupil Equity Funding each session. We carefully consider how this money is spent on the children who need it most. Equity and inclusion infiltrate through all aspects of our school culture as described in the statements below...

Our School Story:

- Our school is in a period of significant growth and development, as we re-establish and promote **high standards** in all of our systems and practices, for the benefit of all stakeholders.
- We have renewed our commitment to continuous **self-evaluation for self- improvement**. We aim to **'get it right for every child'**, by putting the child at the centre of the planning process, for all improvements. How will our improvements impact on learners? We are *beginning* to carefully reflect on this question, measuring impact on pupils, and planning next steps, based on evidence gathered.
- We are working to **empower** all staff to ensure that there is an understanding of, and commitment to, ensuring equity for all children, across all levels of our school community.
- We continue to **'poverty proof'** our school systems to ensure that they can be accessed by all who need them. See link to Reducing the Cost of the School Day statement.
- We actively seek to reduce **barriers to learning** for all children be it, intellectual, social, emotional, financial, gender etc.
- This session, we are re-examining our Curriculum Drivers and Rational linking these to our unique context in Linlithgow. We are working to ensure that our curriculum **raises standards** for all learners through, its design and drivers, which are relevant to our context, and promote equity for all.

Our School Identity:

- Our **school vision and values** poster signifies the work that we have done to embed our aspirational School Values into all of the work that we do. It is shared in every classroom and is referred to in learning experiences across school, in order to make meaningful links for children. Equity permeates all of our values including **Growth Mindset**- supporting all learners to achieve, **Relationships**-ensuring that all children are included, **Opportunity**- that we remove barriers for all learners to provide equity of opportunity for all, **Wellbeing**- we provide a nurturing environment and range of interventions to remove barriers to wellbeing.



- We provide access to **uniform** through our monthly, **Swap Shop** which is run by parent volunteers. Our uniform ensures that there is a clear sense of identity for all learners across school to provide a sense of belonging. We provide ongoing support for families to ensure that children are provided with the uniform for school that they need and through referrals to the West Lothian School Bank.
- Our **school environment** (both indoors and outdoors) has been re-invigorated this session to make it bright, attractive and welcoming for all. We carefully consider the use of our displays around school to ensure that they reflect the key messages of equity, inclusion and wellbeing and are linked to **Children's Rights**.

Our School Ethos:

- We regularly discuss with our whole community including staff, parental and pupil equity groups how we can **Reduce the Cost of the School Day** and ensure equity for all.
- Through **targeted interventions**, we support children to **attend school** on time, on a daily basis as we seek to remove the barrier that poor-attendance brings to inclusion, progress in learning and impact on wellbeing.
- **Inclusive Classrooms** guidance for all staff is in place. Through ongoing CLPL, we have worked to develop a guidance structure to ensure that all staff have a greater understanding of how to **support learners' wide ranging needs**, in all classrooms, and across school.
- Differentiation guidance and CLPL, has been developed for all teaching staff. We have increased the knowledge and skills of our teaching staff, to enable them to effectively **differentiate learning environments and experiences**, to meet the needs of individual learners and groups of children.
- Learning, Teaching and Assessment/Curriculum: We continue to re-consider our pedagogical approaches and programmes of study in all aspects of Literacy and Numeracy and Maths to ensure that there is the correct pace and challenge for all children, in the learning experiences offered to them. **Through a re-invigorated and extensive ALN programme**, we have a range of **targeted interventions** in place to support the needs of our children in Literacy and Numeracy and to help close gaps in their learning. Interventions are carefully measured to ensure that they are having a positive impact on children.
- An ongoing commitment to promoting and developing the **'wellbeing of all'** continues to be developed across all aspects of our school community. **Universal and targeted interventions** are in place for all members of our school community should they need support with their wellbeing.
- Positive relationships guidance is being embedded in all aspects of the life and work of our school. We continue to promote our **positive relationships** guidance, which is based on the 6 Principles of Nurture, in every classroom and across our school.

Our Leadership for Equity:

- A **distributed leadership culture** is being established across all staff in school. Staff have individual roles linked to achieving excellence and equity for all. One of these roles is to continue our work to embed the **UNCRC and Children's Rights** within our school culture.
- Pupil voice and leadership continues to drive improvement in our school. We have regular, 'Biscuit and Blether' sessions to ascertain **children's views** on a range of topics, including what children need to achieve in school. **Our Pupil Equity** group ran a number of initiatives last session to raise

awareness of poverty and equity including our 'LPS Blether Café'. The group are aiming to run another free family event, such as last sessions 'Easter Hunt' and to continue to provide **free-after school's** clubs for all pupils.

- Our Parent Council and wider parent body are involved in decisions across school, including those associated with Equity. We have a **Parent Equity Group** in place who are currently working with local businesses to provide children in school with free daily snacks- 'snack baskets in each classroom' and to support access to STEM, for every child in school.
- We have consulted with all stakeholders to decide how a proportion of our PEF money is spent in school. This session, our community have voted for us to subsidise either school residential experiences and/or trips and excursions.

Our School Structure:

- Through our work to build leadership capacity at all levels of our community, we continue our journey to be an '**empowered school**'.
- Our SLT Leadership remits, reflect a range of expertise, knowledge and skills across our whole school community. Each of our leadership is committed to their own **professional development and learning**, for the collective benefit of all.
- Our wider staff team have begun to take on **distributed leadership** roles to lead improvements across school.
- **Pupil voice and participation** is at an early stage, however our Pupil Leadership Community actively lead projects of interests to make improvements across school.

Our Quality Improvement for Equity:

- Our SLT will continue working with the central, Equity Team, this session to further develop our approaches to leading and managing equity projects and '**small tests of change**' across school.
- We regularly **examine data** to ensure that we are aware of our attainment gap, the learners who are affected by this and the measures that we will put in place to support them.
- We work closely with our PEF Finance Manager to ensure that our PEF spend is carefully planned and considered, based on evidence of children's needs. We **measure and evaluate the impact** of this spend, to ensure that we are making real improvements for learners.
- Our staff engage in moderation activities each term, to ensure that teacher judgements **are robust, fair** and that **children's needs** are planned for at the outset of learning experiences, thus allowing all children to succeed.
- Our **Quality Improvement** calendar has been re-established this session (24-25) to ensure that we carefully plan improvements, **based on evidence** that we gather, from a range of improvement activities.