

LINLITHGOW PRIMARY SCHOOL SCHOOL IMPROVEMENT PLAN

2024 / 2025



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Factors Influencing the Improvement Plan

School Factors

Addressing Action Points identified in school's Self Evaluation procedures
Cluster Improvement Priorities
Equity Priorities

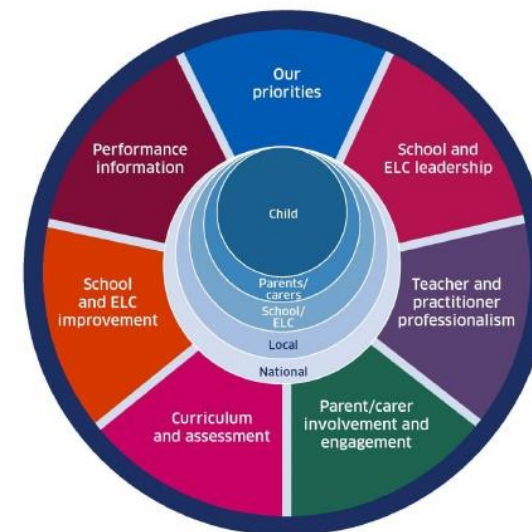
Local Authority Factors

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? 4th 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



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Vision, Values and Aims

Linlithgow Primary School

Our Vision: Together we learn. Together we grow.

Our Mission: Create a learning community where everyone can flourish.



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Curriculum Rationale



Learning and Teaching

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



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, life & work
Global Environmental Awareness
Self Confidence
Communication
Entrepreneurship
Leadership
Initiative Creativity
Collaboration
Independence Critical Thinking

Interdisciplinary Learning Skills

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

Ready Respect
Safe

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

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.



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Contextual Data Analysis and Rationale for 2024/25 School Improvement Plan

Linlithgow Primary school is a non-denominational school serving the north-west side of the Burgh of Linlithgow. The school provides a nurturing and inspiring learning community where ambitious learners are supported and challenged to flourish and succeed.

Our school benefits from a rich outdoor learning environment within the Burgh of Linlithgow with Linlithgow Palace, the Peel, the Union Canal and Linlithgow Loch providing rich historical environmental and ecological contexts for learning in our immediate environment. The school is proud to work in partnership with Linlithgow Palace and Historic Scotland to provide opportunities to embed the Career Standard, through a comprehensive Palace Guide programme.

The Linlithgow community are proud of their local schools and Linlithgow Primary School fosters strong partnerships with the local churches, Rotary Club and Round Table, Burgh Beautiful and local businesses (e.g. Tesco, Sainsbury's and Aldi supermarkets), as well as a wealth of local businesses who provide excellent curriculum opportunities to develop our young workforce of the future in and for Linlithgow. Linlithgow Primary School are committed to working in true partnership with parents/carers to impact on the school improvement.

In session 2023-24 the school had a school roll of 356 primary children, with a further 79 children in our Early Learning and Childcare setting, using AM, PM or full day provision. Our nursery also offers the chance for parents/carers to purchase additional childcare hours, across the week, should they wish to use this service.

Linlithgow Primary School works with partner schools within the Linlithgow Academy cluster. The school benefits from specialist teaching in Physical Education and Expressive Arts. Tuition in Brass and Strings is provided for children from P5 to P7.

The school has an active Parent Council and Fundraising Group who are supportive of the school, especially in the areas of fundraising, communication and liaison.

Staff across the school and early years demonstrate strong collegiality, teamwork, dedication and commitment to self-evaluation which leads to improved outcomes for all learners.

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

Of our 356 pupils, we generally have an equal balance of boys and girls across school, however this varies by stage. At our P2 and P4 stages, we have significantly more male pupils than female. We have a free school meal uptake of 11% and 18% of our pupils receive a clothing grant. Our school received



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£31, 850 in pupil equity funding last session, which we use to close the poverty-related attainment gap. 2% of our role are looked after or accommodated children. In terms of deprivation, the majority of our children (68%) live in the least deprived postcodes and so are in Quintile 4 or Quintile 5. A further 29% of our pupils are in Quintiles 2 and 3 and 3% of our pupils are in Quintile 1. Our social-economic demographic is therefore mixed, with the greatest number of pupils living in the least deprived postcodes, however around 18% of our pupils do live in areas of deprivation. We receive a proportional amount of pupil equity funding each session to ensure that we are working to close the poverty related attainment gap. Our school is currently ranked in position 60, out of 68 primary schools where position 1 is the most deprived and position, 68, the least.

b) Data to identify the universal and targeted School Improvement Plan priorities (SIP)

Additional support needs: We are a highly-inclusive and nurturing school. We believe in helping all children to realise their unique talents and gifts and to remove any barriers to learning. Across our school roll, we fully include support a number of children with additional support needs including, Autism Spectrum Disorder (about 4% of our total pupil roll), English as an Additional Language (about 2 %), Language or Speech Disorders (about 1%) and Dyslexia (about 3%). We support around 5% of our pupils who have social, emotional and behavioural difficulties, through nurture and other wellbeing interventions.

Early Years' Trackers: Data from our early years' trackers 2023/24 shows that some children in our nursery need more support with phonological awareness (hearing the rhyme and sound of word) and to extend their vocabulary. We also support children who need more help with certain aspects of their early, mathematical understanding e.g. knowledge of 3-D shapes and understanding more complex patterns. We provide a range of on-going, flexible interventions to help our nursery pupils to fill any gaps in their knowledge and understanding of key concepts in Literacy and Numeracy.

Wellbeing: In our most recent pupil wellbeing questionnaires, most of our pupils (70-95%) across school, rated that they feel Healthy, Safe, Nurtured, Included and Respected in our school, and show that they are aware of how to stay Active and Healthy. A very small proportion of our pupils feel that they aren't respected in school and/or at home. This is something that we will continue to work on with pupils across school through continuing to embed our Positive Relationships and Anti-Bullying policies, training a group of children to be Peer Mentors in our playground, supporting children to learn basic assertiveness skills through our Health and Wellbeing programme and allowing all children to have greater agency in their own learning experiences. We will also continue our One Trusted Adult approach in school to ensure that every child has someone to talk to, should they need more help.

Pupil Engagement: Teachers report, through their professional judgement, that most pupils are engaged in class during learning experiences in Literacy, Numeracy and Health and Wellbeing. This is evidenced in our pupil tracking data. Our Quality Improvement evidence over the past two sessions (2022-2024) shows that there have been improvements in children's focus and engagement in lessons, in all classes, across school. Almost all pupils (95%) are generally fully engaged in classroom experiences and fulfilling the expectations in lessons from P1-P7.



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CFE Tracking data: Our Curriculum for Excellence data for session 2021-23, based on Teacher Professional Judgement, shows the following:

- Most children (80-90%) in our P1, P4 and P7 classrooms attain the required levels in Literacy and Numeracy by the end of the academic session.
- We set a stretch aim in session 2023-24, to ensure that 85% of our pupils would achieve all aspects of Literacy (Reading, Writing and Listening and Talking) and Numeracy and Maths, at the required level, by the end of the academic year. We have achieved this or exceeded this aim in every stage, apart from P5, where we have a small number of pupils who still require specific interventions to help them to fill gaps in their learning. We note however, that our P5 data is showing an 'upward trend' with pupils having increased their rate of progress in the past couple of sessions.
- Our P7 data has greatly improved over the past two sessions (2022-24) with most children now making age-expected progress by the end of Second Level. Our data is above the West Lothian Council schools' average and is akin to that of other schools in our data benchmark group.
- At the P2, P3 and P6 stages, our Literacy attainment, particularly children who are attaining all 3 aspects of Literacy, is slightly lower than in other stages across the school. In these stages, we have a few Q1 children and/or children with additional support needs, who have barriers to learning and need more support to fill gaps in their learning. Our interventions in Literacy, and Health and Wellbeing, support learners at these stages. We have also prioritised these stages when allocating a pupil support worker or volunteer to classes. This means that the adult-child ratio is generally higher in these stages.
- There is a 42% attainment gap in the P1, P4 and P7 combined Literacy levels between Q1 children in our school and those in the wider authority. There is also a 68% gap in the P1, P4 and P7 combined Literacy levels between Q1 and Q5 children in our school. This means that our Q1 children are not making the same rate of progress as per the authority average and nor are these children keeping pace with their Q5 peers within our school. We will seek to improve the attainment of our Q1 pupils next session by ensuring that our targeted interventions are carefully planned, measured and having the desired impact on the progress and wellbeing of these children.
- There is a 15% attainment gap between our Q1 and Q5 children in Listening and Talking and a 55% gap in Literacy, overall. This session, we will focus on raising attainment in Listening and Talking and helping our Q1 children to close the gap on the attainment of their peers. As part of our improvement priorities, we will ensure that all children in school are given the skills and opportunities to talk for a variety of purposes and audiences and that we seek to improve the vocabularies of those children who need this support.
- At the P6 stage, interventions will focus on raising attainment in Reading and Writing for a group of children with additional support needs. These children require highly-differentiated learning to enable them to access and understand texts and to create their own texts.

Digital Connectivity: We have increased our digital technology resources across school again this session, to ensure that children in all classes and stages of the school have access to up-to-date technology. We continue to support our families who need it, to have access to technologies at home. We still have our Bring Your Own Device policy in place for our P6-7 pupils to increase pupils access to technologies for learning in our upper stages.

Participation: We continue to develop our wider curriculum to give all pupils the opportunity to develop their talents and skills across the 4 contexts of learning. We provide a host of different extra-curricular clubs and experiences, which varies each term and is based on children's interests and desires. We also



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support pupils to run their own clubs at break and lunchtimes as a way to develop their leadership, creativity and entrepreneurial skills. We actively encourage and support all children to attend clubs and we track pupil participation and attendance at our clubs to ensure that everyone has a chance to attend. Our Q1 children have all attended at least one club this year, and we have provided additional support for some of our pupils to enable them to do this.

Our improvement priorities based on evidence:

- **All (100%)** pupils will benefit from a greater sense of agency and personalisation and choice, in learning experiences, to increase independence, motivation and to help them to feel respected as individuals.
- **All (100%)** pupils will benefit from a progressive approach to the teaching of Listening and Talking with a chance to demonstrate their skills, across a wide-variety of different contexts and to a range of audiences.
- **The majority (50-74%)** of our Q1 children in P2 and P3 will be on track for Reading and Writing. A range of targeted interventions as well as an increased adult-child ratio, will be in place to support these children to close any gaps in their learning.
- **All children (100%)** will benefit from increased opportunities to apply a range of skills in digital technologies and through outdoor learning.



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Linlithgow Primary School - 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>Improvement in all children and young people's wellbeing:</p> <ul style="list-style-type: none"> All (100%) pupils will benefit from a greater sense of agency and personalisation and choice, in learning experiences, to increase independence, motivation and to help them to feel respected as individuals. <p>UNCRC Article Numbers: 8, 28, 29</p> <p>Wellbeing Indicators: Achieving, Respected, Responsible, Included</p> <p>School Values: Growth Mindset, Opportunity, Wellbeing</p> <p>Meta-skills: Integrity, Adapting, Initiative, Leading, Critical Thinking, Feeling, Communicating, Collaborating.</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"> Pupils to be given opportunities to provide their views on what and how they'd like to learn, across the 4 contexts. Examples of opportunities include class planning walls, KWL grids, floor books, questionnaires, Biscuit and Blether, teacher's planning. Staff CLPL around consultative planning approaches including, The Project Approach, Story-line and PBL, to help them to give children greater agency in classrooms. New IDL, planning format to be introduced for all staff to put children's ideas at the heart of planning. Introduction of 'Maker Spaces' in classrooms and/or in a dedicated space in our P4 area, to enable all children to be given opportunities to be creative, innovative and to follow their own interests. New approach to profiling to be introduced from P1-7 to help children and parents/carers to be clear of their strengths and next steps in learning. Learning conversations around profiles to be held in all classrooms each week. 'Improvement time' to be embedded in each classroom, to give children time to up-level work and to follow-through on feedback given to them, to improve, CLPL and Staff working group to provide further guidance on assessment so that all teachers know how and what to assess, to support children's progress, across the curriculum. Mind-set Monday initiative to continue to be embedded in all classrooms, to help children to develop aptitudes associated with a Growth Mindset. Classroom and school displays to reflect children's voice and how it is driving all learning experiences. Pupil leadership committees to continue across school, across a range of interests- RRS/UNCRC committee to secure a Silver Award to show our commitment to upholding Children's Rights. Pupils to continue to be given opportunities to plan and lead lunch-time clubs. P6 Peer Mediation programme to be set up, to support children to feel responsible and respected in the playground and to solve conflict, independently. 		<p>Almost all children (>95%) will report, through H&WB questionnaires, that they feel respected and included in school and are achieving in their learning.</p> <p>Classroom observations and learning walks will display evidence of almost all children (>95%) being motivated, engaged on task and able to speak enthusiastically about their learning.</p> <p>In Learning Conversations with pupils, almost all children (>95%) will be able to discuss their unique attributes, skills and talents as a learner as well as to detail any goals or next steps.</p> <p>Through Ethos Surveys and other questionnaires, the majority of our parents/carers (>50%), will report greater awareness of children's strengths and next steps in learning.</p>



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		<ul style="list-style-type: none"> Collegiate work to be undertaken with cluster schools and Linlithgow Academy, to explore how children's motivation, independence and curiosity for learning can be maintained through the transition from P7-S1. 		
<p>Raising attainment for all, particularly in literacy and numeracy(universal):</p> <ul style="list-style-type: none"> All (100%) pupils will benefit from a progressive approach to the teaching of Listening and Talking with a chance to demonstrate their skills, across a wide-variety of different contexts and to a range of audiences. <p>UNCRC Article Numbers: 12, 13, 28, 29</p> <p>Wellbeing Indicators: Achieving, Healthy, Included, Respected</p> <p>School Values: Opportunity, Relationships.</p> <p>Meta-Skills: Communicating, Collaborating</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 <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information	<ul style="list-style-type: none"> Staff working group to be established to lead improvements to approaches to learning, teaching and assessment in Listening and Talking. Whole-school teaching trail to be developed for Listening and Talking, to ensure a progressive approach to the teaching and assessment of skills, and the opportunities that children have to apply these across school. Children who excel in Listening and Talking will have greater opportunities to display their skills in a variety of contexts and for varied audiences e.g. P6-7 debating team to be established. Children who need more support for Listening and Talking to benefit from Early Intervention in Nursery, P1 and P2. A range of small group and 1-to-1 interventions to be in place to meet their needs. School to liaise with SALT to implement these. Embed school teaching trails in Reading and Writing, making the link to progress in Listening and Talking e.g. talking before writing. 		<ul style="list-style-type: none"> Classroom observations, learning walks and pupil learning conversations, will display evidence to show that most children (>75%) are articulate, confident speakers who can talk about a range of different subjects that they are interested in. Our social media feed, bi-annual Achievement Sways and monthly newsletters will detail evidence of the many different opportunities that children are being given to talk in front of different audiences, and their successes when doing this.
<p>Tackling the attainment gap between the most and least advantaged children (targeted):</p> <ul style="list-style-type: none"> The majority (50-74%) of our Q1 children in P2 and P3 will be on track for Reading and Writing. A range of targeted interventions as well as an increased adult-child ratio, will be in place to support these children to close any gaps in their learning. <p>UNCRC Article Numbers: 26, 28, 29</p> <p>Wellbeing Indicators: Achieving, Included</p> <p>School Values: Growth Mindset, Opportunity</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 <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information	<p><i>'All West Lothian schools are committed to continuously developing their approach to ensure equity and tackle the poverty related attainment gap. Each school's PEF Summary 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.</i></p> <p><i>Please follow this link to view our PEF Summary and find out more about our use of Pupil Equity Funding:</i></p> <p><u>Our PEF Summary/Excellence and Equity Strategy can be found here</u></p>		Documented in PEF Plan



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<p>Meta-skills: Focusing, Sense-Making, Communicating.</p>			
<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p> <ul style="list-style-type: none"> All children (100%) will benefit from increased opportunities to apply a range of skills in digital technologies and through outdoor learning. <p>UNCRC Article Numbers: 15, 17, 28, 29</p> <p>Wellbeing Indicators: Included, Achieving, Active</p> <p>School Values: Curiosity, Creativity, Sense-Making, Critical-Thinking, Collaborating.</p> <p>Meta-skills: Curiosity, Creativity, Sense-making, Critical-Thinking, Collaborating, Communicating.</p>	<ul style="list-style-type: none"> <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 <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information 	<ul style="list-style-type: none"> Embed the LPS Play Strategy from P1-3, including the chance to play in the outdoor environment and to explore a range of digital technologies as part of play. Embed the refreshed, LPS Curriculum Drivers and Rationale into the 4 contexts of CFE, for the benefit of all learners. Embed the SDS Meta-skills Progression Framework and LPS Teaching Trails (Linked to Meta-skills), in all classrooms, to enable children's skills for work to continue to progress. Interested teaching staff to begin a pilot to 'track' children's development and use of meta-skills across the curriculum. Pupil profiling process to be reviewed to ensure that there is a focus on children's skills development. Teaching staff to be supported by our Digital Leads to experiment with AI in classrooms, as part of lessons. Digital Leaders Pupil Leadership Committee to work with our Nursery- P7 classes through peer mentoring opportunities, around the use of programmable toys/robots and simple coding. Film-making CLPL for interested staff to be undertaken- staff to begin to pilot the use of film-making in classrooms and with children. Outdoor learning teaching trail to be created and embedded at all stages, to ensure that all children have the opportunity to experience progressive learning activities in the outdoors, linked to Meta-skills. Eco/gardening group to continue our work on planting and harvesting outdoors to enable children to develop knowledge and skills about and through the natural environment. Partnership links to be extended to include WLC Ranger Service, Beecraigs Country Park and to build on the existing link with Burgh Beautiful to support children to develop skills in the outdoors. Social Enterprise Café to continue, monthly to provide opportunities for children to develop skills for work including understanding of budgeting, profit and loss and making community links/networking. 	<ul style="list-style-type: none"> Classroom observations and learning walks will display evidence of digital technologies being used effectively by pupils, in most classrooms (>75%). Classroom observations and learning walks, will display evidence that most children (>75%) experience, regular, high-quality lessons in the outdoor environment, to progress their skills development.



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