

# LONGRIDGE PRIMARY SCHOOL SCHOOL IMPROVEMENT PLAN

2024 / 2025



Courage

Relationships

Relevance

Values

# Factors Influencing the Improvement Plan

## School Factors

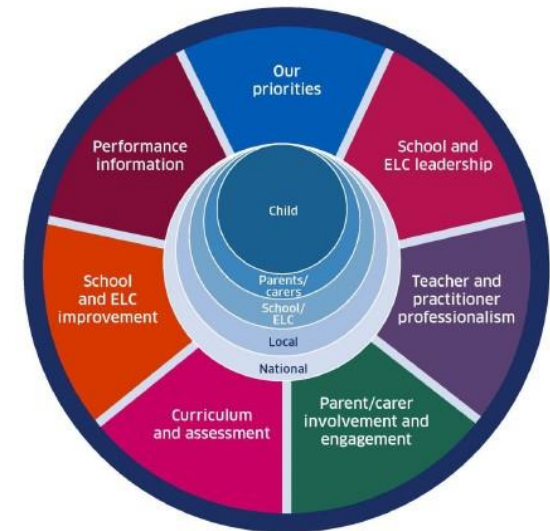
Addressing Action Points identified in school's Self Evaluation procedures  
Cluster Improvement Priorities  
Equity Priorities

## 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



Courage

Relationships

Relevance

Values

## Longridge Primary School

### Vision, Values and Aims

#### School Vision

'It takes many hearts to make a school'

#### School Values

Courage, Kindness, Perseverance

#### School Aims

At Longridge Primary School we aim to create

- Successful Learners
- Confident Individuals
- Responsible Citizens
- Effective Contributors



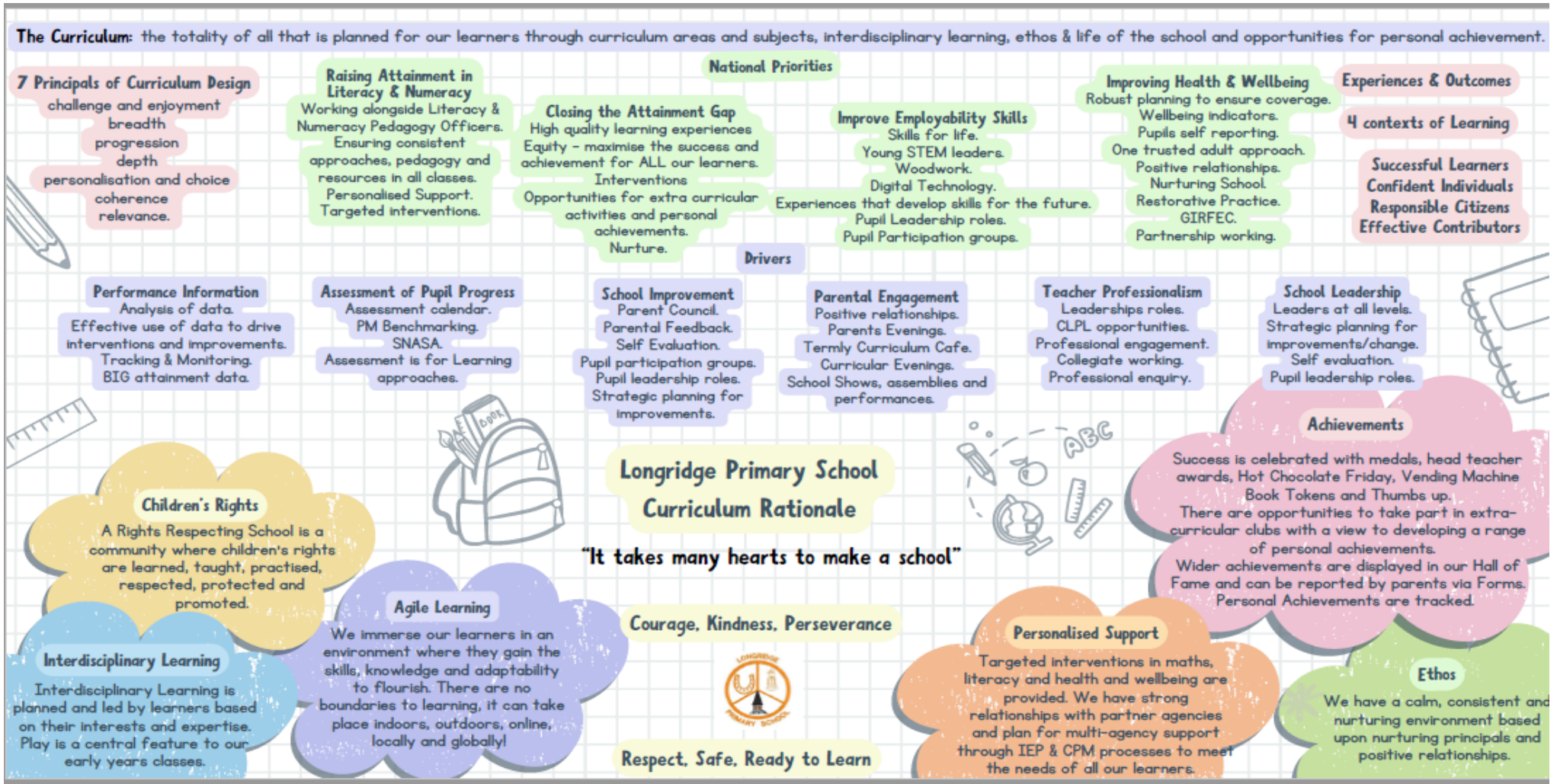
Courage

Relationships

Relevance

Values

# Longridge Primary School Curriculum Rationale



Courage

Relationships

Relevance

Values

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

Longridge Primary School is a non-denominational school situated in the village of Longridge. The current roll of the school is 89 pupils within 5 classes and staffing is in accordance with authority guidelines. The 0.5 Head Teacher was appointed in December 2020.

### **Health and Wellbeing**

Health and wellbeing is at the centre of everything we do at Longridge Primary School and all staff understand the importance of positive relationships and creating calm and consistent environments for children. Last session we revisited our school vision and aims with all stakeholders in our school community, refreshed our Positive Relationship Policy, Health and Wellbeing Policy and created an Anti-Bullying Strategy with the children. Some of our P5-P7 children were also trained as peer mediators and peer mediation will be introduced at the start of the new academic term in August. Next session we will work with all stakeholders to refresh our curriculum rationale in order to ensure that our curriculum is meeting the needs of our current learners.

### **Literacy and Numeracy**

We have continued to develop our literacy curriculum and have worked in partnership with our Literacy Pedagogy Officer to introduce literacy hour in P2/1 and P3/2, further embed the reciprocal reading strategies across all stages of the school and have introduced higher order thinking frameworks in every classroom. We also introduced our literacy working walls and now have a consistent approach across all stages of the school. We have worked in partnership with the Cluster Numeracy Pedagogy Officer this session and he led a CLPL for class teachers on effective questioning techniques and has supported class teachers to develop listening and talking in numeracy and mathematics. As a staff team, we also created Maths working wall guidance and now have maths working walls in every classroom to support learning and teaching. This session all staff will undertake a 'Practitioner Enquiry' to develop pedagogical approaches in numeracy and maths.

### **Improvement Priorities**

Learning and teaching, pupil voice, and home-school engagement continue to be core features of the school's improvement work. The school had a positive validation of its work by West Lothian Council in September, 2023 and has continued to work with pupils, staff, parents, cluster schools and Education Officers to support quality assurance of work. Collaboration is a key feature in our improvement journey, with a shared head the school staff work closely with our partner school. We have a strong collegial culture within the school and cluster and work together to achieve positive outcomes for all children and their families.



**Courage**

**Relationships**

**Relevance**

**Values**

## **Analysis of Primary Data**

- In P1 most of our children have achieved expected levels in literacy and numeracy at early level
- In P2 the majority of our children are on track in their learning in literacy and numeracy
- In P3 most of our children are on track in their learning in literacy and almost all are on track for numeracy
- In P4 most of our children are on track in their learning in literacy and numeracy at first level
- In P5 most of our children are on track in their learning in literacy and numeracy
- In P6 the majority of our children are on track in their learning in numeracy and less than half are on track in literacy
- In P7 most of our learners are on track in this learning in literacy and almost all are on track in numeracy at second level

## **Analysis of Early Years Tracker**

The following priorities have been identified for children moving into P1 in August 2024

- Literacy – Listening to others and taking turns.
- Numeracy – Reciting forward and backward number sequences from zero to at least ten.
- Health and Wellbeing – Perseverance of tasks and following rules.

## **Attainment Gap**

An analysis of our attainment gap indicates that children's additional support needs is the main factor for this gap. In order to address this attainment gap, we will continue to provide high quality learning and teaching experiences and targeted interventions. Our evaluations of targeted interventions demonstrate that almost all children have made value-added progress.

## **Health and Wellbeing**

Throughout the school year, most pupils self-reported positively across the health and wellbeing indicators. Supports and interventions are put in place for pupils who are identified through self and teacher reporting.



**Courage**

**Relationships**

**Relevance**

**Values**

## Longridge Primary School Improvement Priorities

Longridge 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><b>Improvement in all children and young people's wellbeing:</b></p> <p>Improve children's knowledge and respect for differences and understanding of inclusion within the school community.</p> <p>To support children who have experienced adversity in their lives.</p> <p>P5-P7 children to support their peers to sort out disagreements and arising conflicts in the playground.</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	<p>Staff to create an Equality and Diversity Statement and Calendar for the year to develop children's respect for differences and understanding of inclusion.</p> <p>School staff to participate in the Attachment and Trauma Sensitive Award (ATSSA).</p> <p>Whole school to work towards Gold Rights Respecting School Award.</p> <p>Introduce peer mediation in the playground.</p> <p>Refresh our curriculum rationale with all stakeholders.</p>	<p>Dec 2024</p> <p>Nov 2024</p> <p>Aug 2024</p> <p>Aug 2024</p> <p>March 2024</p>	<p><b><u>Measures</u></b></p> <ul style="list-style-type: none"> <li>Learner conversations across all stages.</li> <li>Staff confidence and planning documents.</li> </ul> <p><b><u>Measures</u></b></p> <ul style="list-style-type: none"> <li>Staff confidence in supporting children who have experienced adversity.</li> <li>Learner Conversations</li> </ul> <p><b><u>Measures</u></b></p> <ul style="list-style-type: none"> <li>Conflict Monitoring Form showing a reduction in pupil to pupil conflict and referrals to SLT</li> </ul>
<p><b>Raising attainment for all, particularly in literacy and numeracy (universal):</b></p> <p>Improvement in children's ability to assess, evaluate, apply and synthesise information.</p> <p>Improvement in children's talking and listening skills in numeracy and maths.</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>School staff to work with the school community to achieve reaccreditation of Gold Reading School Award.</p> <p>Embed higher order thinking skills in literacy and numeracy across all stages of the school.</p> <p>All staff to undertake a Practitioner Enquiry relating to the Building, Thinking Classrooms book study.</p>	<p>Aug 24</p> <p>Aug 24</p> <p>Jan 24</p>	<p><b><u>Measures</u></b></p> <ul style="list-style-type: none"> <li>Gold Reading School Award</li> </ul> <p><b><u>Measures</u></b></p> <ul style="list-style-type: none"> <li>Staff confidence in teaching and planning HOT's</li> <li>Classroom observations demonstrating children's ability to use HOT's.</li> <li>Learner conversations</li> </ul>



Courage

Relationships

Relevance

Values

		To develop the mathematical discourse in all classes across the school.	Sep 24	<b>Measures</b> <ul style="list-style-type: none"> <li>• Staff Confidence and beliefs</li> <li>• Learner conversations</li> <li>• The Leuven Scale of Engagement.</li> </ul>
<b>Tackling the attainment gap between the most and least advantaged children (targeted):</b>	<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	<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 <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.'</i>		Documented in PEF Plan
<b>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</b>  To embed outdoor learning in the curriculum and ensure that all children are participating in a range of progressive and creative outdoor learning experiences.  To develop children's ability to use tools safely in the classroom in order to create a wooden design.  To improve the planning, tracking and monitoring of children's overall achievements.  Children to recognise and understand the use of meta-skills and record their skill development.	<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	School staff to provide regular, enjoyable and challenging opportunities for all children to learn outdoors.  Introduce weekly woodwork sessions in P3/2.  To introduce the 'Step Up Award' in P5 and P6 stages and create a 'Gold, Silver and Bronze' award scheme.  Introduce the Meta-Skills Progressions Framework across all CfE levels and embed the Longridge Learner Skills Toolkit across all classes in the school.	Aug 24  Aug 24  Jan 25  Aug 25	<b>Measures</b> <ul style="list-style-type: none"> <li>• Teacher confidence</li> <li>• Observations of learner engagement</li> <li>• Learner conversations</li> </ul> <b>Measures</b> <ul style="list-style-type: none"> <li>• Leuven Scale of Engagement</li> <li>• Class floorbook</li> <li>• Seesaw Profile</li> </ul> <b>Measures</b> <ul style="list-style-type: none"> <li>• Reflection Jotters</li> <li>• Pupil Profiles</li> </ul> <b>Measures</b> <ul style="list-style-type: none"> <li>• Classroom observations</li> <li>• Learner conversations</li> </ul>



Courage

Relationships

Relevance

Values



<p><b>Cluster</b>          To develop a cluster approach to developing the Young Workforce including a specific STEAM / Meta skills focus. Children to recognise and understand some of the meta-skills and record their skill development.</p>		<p>All class teachers to participate in a cluster STEAM project.</p>	<p>Jan 25</p>	<p><b>Measures</b></p> <ul style="list-style-type: none"> <li>• Teacher Confidence</li> <li>• Learner conversations</li> </ul>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	----------------------------------------------------------------------	---------------	--------------------------------------------------------------------------------------------------------------------------------



Courage

Relationships

Relevance

Values