

LONGRIDGE PRIMARY SCHOOL SCHOOL IMPROVEMENT PLAN

2024 / 2025



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\ Attainment\ Attainment\ Challenge\ /\ National\ Improvement\ Hub\ /\ Raising\ Attainment\ for\ All\ Attainment\ Attainment\ Challenge\ /\ National\ Improvement\ Hub\ /\ Raising\ Attainment\ for\ All\ Attainment\ Attainment\ Challenge\ /\ National\ Improvement\ Hub\ /\ Raising\ Attainment\ for\ All\ Attainment\ Attainment\ Challenge\ /\ National\ Improvement\ Hub\ /\ Raising\ Attainment\ for\ All\ Attainment\ Attainment\ Attainment\ National\ Improvement\ Hub\ /\ Raising\ Attainment\ National\ Attainment\ National\ Improvement\ Hub\ /\ National\ Hub\ /\$

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





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



Longridge Primary School Curriculum Rationale

Principals of Curriculum Design	Raising Attainment in	National	Priorities	Improving Health & Welli	being Experiences & Outcomes
	Literacy & Numeracy			Robust planning to ensure co	
challenge and enjoyment breadth progression		Closing the Attainment Gap High quality learning experiences Equity – maximise the success and	Improve Employability Skill Skills for life. Young STEM leaders.		4 contexts of Learning
depth	approaches, pedagogy and resources in all classes.	achievement for ALL our learners.	Woodwork.	Positive relationships	Successful Learners
personalisation and choice		Interventions Opportunities for extra curricular	Digital Technology.	Nurturing School.	Confident Individuals
relevance.	Targeted interventions.	activities and personal	Experiences that develop skills for Pupil Leadership roles.	the future. Restorative Practice GIRFEC.	Responsible Citizens
, ciorance.		achievements.	Pupil Participation groups		Effective Contributors
2		Nurture. Driv	vers		
Performance Information Analysis of data. Effective use of data to drive	Assessment of Pupil Progress Assessment calendar. PM Benchmarking.	School Improvement Parent Council. Parental Feedback.	Parental Engagement Positive relationships. Parents Evenings.		School Leadership Leaders at all levels. trategic planning for
interventions and improvements.		Self Evaluation.	Termly Curriculum Cafe.		nprovements/change.
Tracking & Monitoring. BIG attainment data.	Assessment is for Learning approaches.	Pupil participation groups. Pupil leadership roles. Strategic planning for	Curricular Evenings. School Shows, assemblies and performances.	Collegiate working. Professional enquiry.	Self evaluation. Pupil leadership roles.
TITT	Off Board	Improvements.	per rollimines	Page	Achievements
	A	Longridge Prim		awards, Hot C	ebrated with medals, head teacher Chocolate Friday, Vending Machine x Tokens and Thumbs up.
Children's Rights A Rights Respecting School	ol is a	Curriculum I	Rationale	There are opp	portunities to take part in extra- s with a view to developing a rang
community where children's are learned, taught, pract respected, protected a	tised, and	"It takes many hear	rts to make a school"	Wider achieve Fame and can	personal achievements. Iments are displayed in our Hall of the reported by parents via Form Achievements are tracked.
promoted.	Agile Learning We immerse our learners i	n un	- 0 B at		Achievements are tracked.
Interdisciplinary Learning Interdisciplinary Learning is	skills, knowledge and adapto to flourish. There are n	bility	literacy	eted interventions in maths, y and health and wellbeing are rovided. We have strong	Ethos
nned and led by learners based	boundaries to learning, it can place indoors, outdoors, or	200		nships with partner agencies	We have a calm, consisten nurturing environment bo
their interests and expertise.	locally and globally!	ill lo	and n	an for multi-agency support	upon nurturing principals



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.



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.



Longridge Primary School Improvement Priorities

Longridge Primary School School priorities linked to	NIF Driver	ent Planning for Ensuring Excellence and Ec	Timescale	Measures of Success
knowledge and data as identified	1 2			
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Improvement in all children and young people's wellbeing: Improve children's knowledge and respect for differences and understanding of inclusion within the school community. To support children who have experienced adversity in their lives. P5-P7 children to support their peers to sort out disagreements and arising conflicts in the playground.	□School and ELC Improvement. School and ELC Leadership Teacher and Practitioner Professionalism Parental Engagement Curriculum and Assessment Performance Information	Staff to create an Equality and Diversity Statement and Calendar for the year to develop children's respect for differences and understanding of inclusion. School staff to participate in the Attachment and Trauma Sensitive Award (ATSSA). Whole school to work towards Gold Rights Respecting School Award.	Dec 2024 Nov 2024 Aug 2024 Aug 2024	Learner conversations across all stages. Staff confidence and planning documents. Measures Staff confidence in supporting children who have experienced adversity. Learner Conversations Measures
		Refresh our curriculum rationale with all stakeholders.	March 2024	 Conflict Monitoring Form showing a reduction in pupil to pupil conflict and referrals to SLT
a literacy and numeracy (universal): ⊠School and ™Teacher Professionalist	School and ELC Improvement School and ELC Leadership Teacher and Practitioner Professionalism Parental Engagement	School staff to work with the school community to achieve reaccreditation of Gold Reading School Award.	Aug 24	MeasuresGold Reading School AwardMeasures
synthesise information. Improvement in children's talking and listening skills in numeracy and maths.	⊠Curriculum and Assessment⊠Performance Information	Embed higher order thinking skills in literacy and numeracy across all stages of the school. All staff to undertake a Practitioner Enquiry relating to the Building, Thinking Classrooms book study.	Aug 24 Jan 24	 Staff confidence in teaching and planning HOT's Classroom observations demonstrating children's ability to use HOT's. Learner conversations



		To develop the mathematical discourse in all classes across the school.	Sep 24	Staff Confidence and beliefs Learner conversations The Leuven Scale of Engagement.
Tackling the attainment gap between the most and least advantaged children (targeted):	School and ELC Improvement School and ELC Leadership Teacher and Practitioner Professionalism Parental Engagement Curriculum and Assessment Performance Information	'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. Please follow this link (INSERT HYPERLINK) to view our PEF Summary and find out more about our use of Pupil Equity Funding.'		Documented in PEF Plan
Improvement in employability skills and sustained, positive school leaver destinations for all young people: To embed outdoor learning in the curriculum and ensure that all children are participating in a	School and ELC Improvement School and ELC Leadership Teacher and Practitioner Professionalism Parental Engagement Curriculum and Assessment	School staff to provide regular, enjoyable and challenging opportunities for all children to learn outdoors.	Aug 24	 Measures Teacher confidence Observations of leaner engagement Learner conversations
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	☑Performance Information	Introduce weekly woodwork sessions in P3/2.	Aug 24	 Measures Leuven Scale of Engagement Class floorbook Seesaw Profile
design. To improve the planning, tracking and monitoring of children's overall achievements.		To introduce the 'Step Up Award' in P5 and P6 stages and create a 'Gold, Silver and Bronze' award scheme.	Jan 25	MeasuresReflection JottersPupil Profiles
Children to recognise and understand the use of meta-skills and record their skill development.		Introduce the Meta-Skills Progressions Framework across all CfE levels and embed the Longridge Learner Skills Toolkit across all classes in the school.	Aug 25	 Measures Classroom observations Learner conversations



Cluster	All class teachers to participate in a cluster STEAM	Jan 25	Measures
To develop a cluster approach to	project.		Teacher Confidence
developing the Young			Learner conversations
Workforce including a specific			
STEAM / Meta skills focus.			
Children to recognise and			
understand some of the meta-			
skills and record their skill			
development.			

