

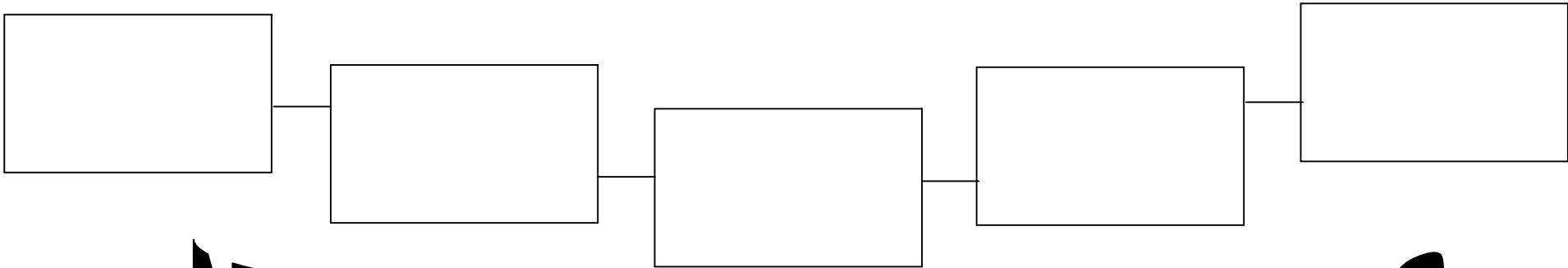
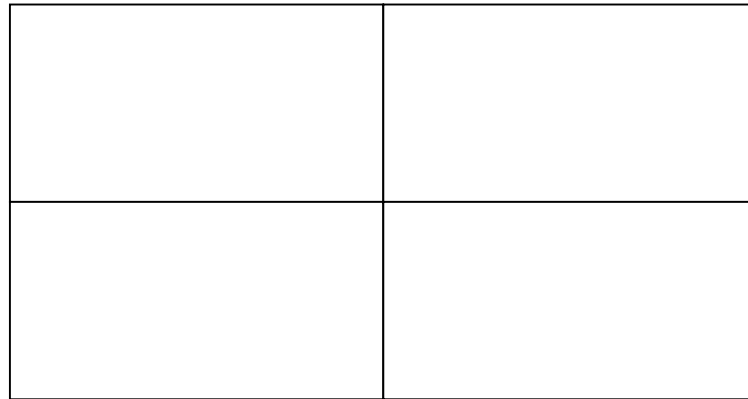
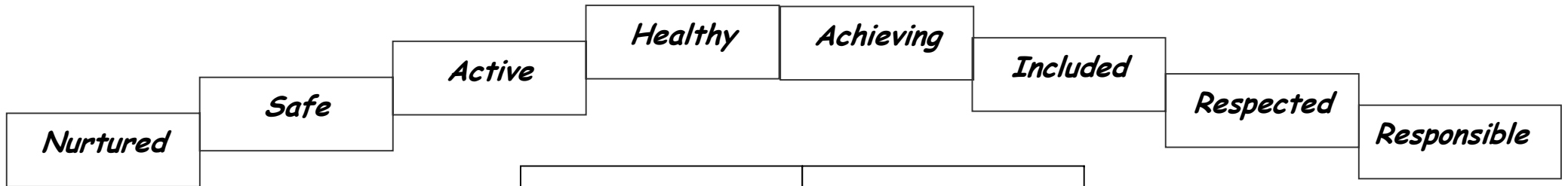
Linlithgow Bridge Primary School

SCHOOL IMPROVEMENT PLAN 2009-2010



"Succeeding Together"

VISION FOR CHILDREN



NATIONAL PRIORITIES

Mission Statement

*With West Lothian Council we are Striving for Excellence -
Working with and for our community to improve the quality of education*

VALUES

We are striving for excellence in:

- 1 Focusing on our customers' needs
- 2 Being honest, open and accountable
- 3 Providing equality of opportunities
- 4 Investing in employees
- 5 Making best use of our resources
- 6 Working in partnership

AIMS

West Lothian Council aims to:

- A Develop a quality management culture
- B Give priority to policy development and strategic planning
- C Assure quality and set targets
- D Put in place systems for consulting customers and staff
- E Provide quality learning opportunity to tackle disadvantage
- F Ensure best value
- G Invest in high quality staff development

Factors Influencing the Improvement Plan

School factors

- **Linlithgow Cluster Improvement Plan**
- **New staffing structures**

Education Authority factors

- **West Lothian Education Services Local Improvement Plan**
- **Cluster Resource Group structure**

National factors

- **Integrated Childrens' Services**
- **A Curriculum for Excellence**
- **Assessment is for Learning**
- **National Priorities**
- **Determined to Succeed - Enterprise Education**
- **National Legislation eg ASL Act, Equality Education**
- **Leadership**

Linlithgow Bridge Primary School

Mission Statement

1. *To provide education of the highest quality for all pupils which will meet their educational, personal and spiritual needs and which will enable them to be successful learners, confident individuals, responsible citizens and to make an effective contribution to society in their present and future lives.*

Linlithgow Bridge Primary School

Achievement and Attainment

- to provide breadth and balance across all areas of the curriculum ensuring continuity and progression in the planning of programmes of work and day to day activities.
- to provide high quality learning and teaching opportunities across all areas of the curriculum which challenge and extend each individual, using assessment to determine the appropriate pace of individual learning and for communicating with parents
- to provide high quality learning support programmes which ensure pupils' progress and monitor attainment
- to use self evaluation and effective monitoring to assure high quality pupil experiences and standards of attainment

Framework for Learning

- to provide appropriate resources to support all aspects of the curriculum making good use of accommodation and facilities
- to enable all staff to develop professionally building on the strengths we possess as a team

Inclusion and Equality

- to meet all pupils' needs enabling them to attain their full potential whilst working in line with national guidelines and targets
- to fulfill the requirements of any Record of Needs, ensuring the effectiveness of processes for special needs placements
- to ensure that our learning and teaching consider and respect other cultures and religions

Values and Citizenship

- to make parents genuine partners in their children's education by welcoming them into classrooms to work alongside teachers in a planned way and through working closely with the School Board and PSA
- to build links with members of the local community, other educational establishments and voluntary organisations and to involve them in contributing to pupils' learning and welfare

Learning for Life

- to create a friendly, safe and welcoming environment where children feel valued, and become caring and self confident young people, displaying personal qualities such as consideration and respect for others, co-operation and compassion
- to promote health and wellbeing in line with ACfE

| Session | Main Improvement Focus The Journey to Excellence through the Development of Global Citizenship | Q.I. | Natio nal Prioty | Curriculum for Excellence links | Additional Agenda | Q.I. | Nati onal Prioty | Curriculum for Excellence links |
|-----------|---|-------------------|------------------------|--|---|--|---|--|
| 2007-2008 | <ul style="list-style-type: none"> To form links between Linlithgow, Scotland and other parts of the world. | 3.3 6.2 | 3 4 5 | Confident Individuals Effective Contributors Successful Learners Responsible Citizens | <ul style="list-style-type: none"> Stage 3 Health Promoting School Develop reading for enjoyment programme. Continue Eco School Programme | 4.1 4.2 1.2 2.1 3.3 3.3 4.1 4.4 | 5 1 2 1 5 | Responsible Citizens Confident Individuals Successful Learners Successful Learners Responsible Citizens |
| | <ul style="list-style-type: none"> To help children understand and respect the differences between their own and other cultures. | 4.2 5.1 5.3 | 3 4 5 | Confident Individuals Effective Contributors Successful Learners Responsible Citizens | <ul style="list-style-type: none"> Complete Personal Learning Planning format Complete R&MEd Programme Develop assessment, planning & reporting in nursery | 3.3 3.4 3.5 4.4 1.2 3.1 3.5 | 1 2 5 1 1 2 3 4 5 | Successful Learners Confident Individuals Responsible Citizens Successful Learners Confident Individuals Effective Contributors Successful Learners |

| | | | | | | | | |
|-------------|---|--------------------------|-------------|--|--|--|--|---|
| 2008 - 2009 | <ul style="list-style-type: none"> To form links between Linlithgow, Scotland and other parts of the world. | HGIOS 3 | | | | HGIOS 3 | | |
| | | 2.1 4.2 6.3 9.1 | 3 4 5 | Confident Individuals Effective Contributors Successful Learners Responsible Citizens | <ul style="list-style-type: none"> Stage 3 Health Promoting School Develop reading for enjoyment programme. Continue Eco School Programme | 5.8 9.4 5.1 5.3 5.5 3.1 4.1 5.7 | 5 1 2 1 5 | Responsible Citizens Confident Individuals Successful Learners Successful Learners Responsible Citizens |
| | <ul style="list-style-type: none"> To help children understand and respect the differences between their own and other cultures. | 4.2 9.1 | 3 4 5 | Confident Individuals Effective Contributors Successful Learners Responsible Citizens | <ul style="list-style-type: none"> Pilot the Personal Learning Planning formats with P1-P7 pupils Develop the working document in nursery by using codes. Work towards achieving FairTrade status as a school | 2.1 2.2 5.2 5.4 5.7 5.9 4.1 4.2 5.6 <u>CAC</u> 5.1 5.2 5.3 5.4 5.5 | 1 2 5 1 2 3 4 5 | Successful learners Confident individuals Responsible Citizens Confident Individuals Effective Contributors Successful Learners |

| Session | Main Improvement Focus The Development of A Curriculum for Excellence | Q.I. HGIOS 3 CAC | National Priority | Additional Agenda | Q.I. | National Priority |
|-----------|--|---|-----------------------|---|--|--|
| 2009-2012 | <ul style="list-style-type: none"> To plan for programmes of study which encompass the capacities, principles and values of A Curriculum for Excellence <p>Year one: literacy, including modern languages, numeracy and health and well being</p> <p>Year two: technologies, social studies and sciences</p> <p>Year three: expressive arts and R&MEd</p> | <u>CAC</u> 5.1 5.2 5.5 <u>HGIOS</u> 1.1 1.2 3.1 3.3 3.4 3.5 5.2 7.3 | 1 2 3 4 5 | <ul style="list-style-type: none"> Promotion of Health and Wellbeing Continue Eco School Programme Further develop Global Citizenship and Fair Trade programmes Develop GLOW from nursery to P7 | 4.1 4.2 3.3 4.1 4.4 5.1 5.3 <u>HGIOS</u> 1.2 3.1 3.4 | 5 4 5 4.5 1 5 |
| | <ul style="list-style-type: none"> To develop active learning from nursery to P7 | <u>CAC 2.1</u> <u>HGIOS</u> 3.2 3.3 3.4 4.5 | 1 2 3 4 5 | <ul style="list-style-type: none"> Develop assessment, planning & reporting in nursery | <u>CAC</u> 5.1 5.2 5.3 5.4 5.7 | 1 2 3 4 5 |

| Main Focus for Improvement | The Development Curriculum for Excellence 2009-2012 | |
|--|--|---|
| Priority 1 Year one | Actions: | Expected Outcomes and Evidence |
| To plan for programmes of study for literacy, numeracy and health and wellbeing which encompass the capacities, principles and values of Curriculum for Excellence | New planning formats for literacy, numeracy and health and wellbeing will be devised which, while taking into account the school's successful programmes of study, will link into CfE learning outcomes for each curricular area | Planning at all stages will link into CfE clearly showing continuity and progression in children's learning |
| Priority 2 Year one | Actions: | Expected Outcomes and Evidence |
| To develop active learning from nursery to P7 | When planning programmes of study, staff will ensure that active learning strategies are built into plans to enhance pupils' learning by taking into account differing preferred learning styles. | Pupils will develop in confidence using active learning strategies to enhance life skills. |

| Main Focus for Improvement | The Development of CfE | | | |
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| Priority 1 | Action to be taken | Whom | When | Expected outcomes & evidence |
| <p>To plan for programmes of study for literacy, numeracy and health and wellbeing which encompass the capacities, principles and values of Curriculum for Excellence</p> | <ul style="list-style-type: none"> • Staff become familiar with the values, principles and purposes of CfE through personal study of final curriculum guidance. • Establish new forward planning formats for literacy, numeracy and health and wellbeing, ensuring cross curricular links are evident <ol style="list-style-type: none"> 1. Create literacy plans using CfE Learning Outcomes and pilot implementation. 2. Create H&WB plans as above ensuring staff are aware that PE and equality education are included within this curricular area 3. Staff issued with CfE Cluster French (Modern Languages) plan | <ul style="list-style-type: none"> • SMT and all teaching staff • CfE development group in consultation with all teaching staff | <ul style="list-style-type: none"> • Begin August 2009 - ongoing • August 2009 - June 2010 <ol style="list-style-type: none"> 1. Reviewed May 10 2010 2. Reviewed May 10 2010 3. Reviewed May 10 2010 | <ul style="list-style-type: none"> • Staff will have a broad overview of CfE and its features and will use these on a daily basis. • High quality planning for literacy, numeracy and health and wellbeing will be in place which takes into account all children's learning needs and highlights cross curricular links <ol style="list-style-type: none"> 1. Literacy planners will detail the learning outcomes of CfE. They will clearly show differentiated work that meets the needs of all learners and will show evidence of the active learning strategies being used. 2. Health and wellbeing planners will detail the learning outcomes of CfE. They will clearly show differentiated work that meets the needs of all learners and will show evidence of the active learning strategies being used. 3. Modern language planners will detail the learning outcomes of CfE. They will clearly show differentiated work that meets the needs of all learners and will show evidence of the active learning strategies being used. |

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| | <p>4. Staff will ensure that cross curricular connections (CCC's) are evidenced in all plans</p> <ul style="list-style-type: none"> • CfE writing and reading target sheets which can be displayed on classroom walls for children and on staff shared to be accessed by all teachers • Pilot cluster Social Subject plans • Ensure our current good practice showing continuity and progression is incorporated into CfE planning formats as appropriate | | <p>4. Ongoing</p> <ul style="list-style-type: none"> • By Oct 2009 • Staff to pilot and feed back comments to Eileen who will address these at cluster level • Ongoing | <p>4 Cross curricular connections are evidenced in literacy, numeracy and health and wellbeing plans</p> <ul style="list-style-type: none"> • Staff will access and be able to download reading and writing targets and display them on the classroom wall. Pupils will use the target sheets to support their own learning and will have clear knowledge of their own learning outcomes. • Cluster social studies planners will be reviewed in 2010-2011 with a view to redrafting in line with our own format in other areas of the curriculum to ensure continuity of planning, and appropriate pace and challenge for all pupils • High quality, detailed planning for literacy, numeracy and health and wellbeing are in place |
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| Main Focus for Improvement | The Development of CfE | | | |
|--|---|--|---|--|
| Priority 2 Year one | Action to be taken | Whom | When | Expected Outcomes & Evidence |
| <p>To develop active learning from nursery to P7</p> | <ul style="list-style-type: none"> • Purchase active learning resources for use throughout the school • Reinstall upper GP room to allow for more space in the early years department for active learning. • Actively seek parents/carer helpers who will support early years staff with programmes of study, particularly with group activities such as thinking skills and problem solving • Each individual member of staff will familiarise themselves with active learning resources appropriate to the stage they are teaching • Plans clearly prioritise active learning strategies which meet individual pupil's needs and recognise that active learning does not always mean moving around but rather pupils being 'actively involved' in their learning and being responsible for making decisions re strategies which can be used • Staff will access appropriate CPD opportunities | <ul style="list-style-type: none"> • SMT • Class teachers • PT • Class teachers • As above • All staff | <ul style="list-style-type: none"> • September 2009 • Begin August 2009 - ongoing • As above • As above | <ul style="list-style-type: none"> • Use will be made of new Learning Unlimited resources. Staff will be adapting them to meet the CfE stage as appropriate. • Parents/carers will be actively involved in a supportive role in school • Teachers' personal reading/attendance at appropriate CPD re active learning is reflected in the plans for literacy, numeracy and health and wellbeing • Active learning is evident throughout the curriculum at all stages and is visible in teachers' plans , classroom observations and during support by SMT • Attendance at appropriate CPD. |

LINLITHGOW BRIDGE PRIMARY SCHOOL - Plan for Additional Tasks 2009-2010

| Development Tasks | Responsibilities |
|---|--|
| <ul style="list-style-type: none"> • To promote health and wellbeing in line with CfE <p>Expected outcomes and evidence:</p> <ol style="list-style-type: none"> 1. staff should include all H&WB headings when planning for pupils, 2. 2 hours of high quality PE should be planned for each week in ,line with Scottish Government requirements and taking into account pupils' individual needs 3. afterschool physical activity clubs will continue to be on offer to children, 4. consider 'food and health' and link to H&WB plan, 5. prioritise handwashing/hygiene, and healthy tuckshop when planning for pupils' needs, 6. friendship and playground buddies to be established. | <p>Hazel Clarke, Gillian Cherrie, Marion Hall, Jill Wark, Mary Manson, Jackie Reid and Dianne Ironside in consultation with all school staff</p> |
| <ul style="list-style-type: none"> • Continue to develop the school gardens as part of the Eco School Programme <p>Expected outcomes and evidence:</p> <ol style="list-style-type: none"> 1. Please see Eco School Award programme document for specific LO's | <p>Eco Committee: Caroline Rowatt, Eileen McIndoe, Linda Prentice. Marion Hall, Rachel Ferguson, Dianne Ironside in consultation with all school staff</p> |
| <ul style="list-style-type: none"> • To prioritise the development of CfE in the nursery taking into account CaC <p>Expected outcomes and evidence:</p> <ol style="list-style-type: none"> 1 Use the new working document, ensuring clear links exist with the planning format. 2 Continue to use the revised reporting formats for pre school and ante pre school children. | <p>SMT and Gillian Cherrie, Jill Wark and Linda Prentice</p> |
| <ul style="list-style-type: none"> • Further develop our Global Citizenship programme, incorporating the retention of our Fair Trade status <p>Expected outcomes and evidence:</p> <ol style="list-style-type: none"> 1 exemplar of planning format with cross curricular connections to be given to staff on Sept INSET day, 2 Highlight the need to gather evidence eg photographic, 3 plan for requirements of FairTrade status programme to ensure we retain our status as a school, 4 links with other countries will be evidenced in plans for each class, 5 ACfE wall on stairwell will include global links (wall to be established by 9 October) | <p>Rosalind Veneroni, Hazel Clarke, Karen McCusker, Ruth Henderson/Rachel Ferguson, Fiona MacNeill, Gillian Reynolds, and Jane Peters in consultation with all school staff.</p> |
| <ul style="list-style-type: none"> • Develop GLOW at all stages within school <p>Expected outcomes and evidence:</p> <ol style="list-style-type: none"> 1 Rosalind to contact Laura Compton re input at September INSET | <p>Rosalind Veneroni, Gillian Reynolds in consultation with all school staff</p> |

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| <ol style="list-style-type: none">2 All staff and pupil <i>GLOW</i> accounts will be in place3 <i>GLOW</i> will be planned for and used as part of our ICT programme of study taking into account the needs of individual pupils | |
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