

LOW PORT PRIMARY SCHOOL SCHOOL IMPROVEMENT PLAN



2022 / 2023



Courage

Relationships

Relevance

Values

Factors Influencing the Improvement Plan

School Factors

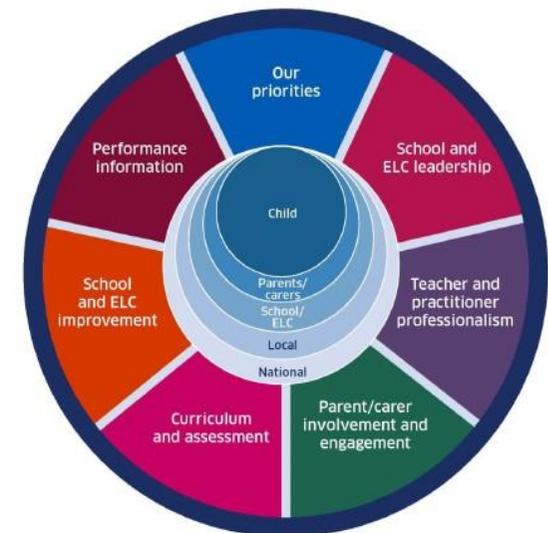
Addressing Action Points identified in school's Self Evaluation procedures
Cluster Improvement Priorities
Equity Priorities

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? 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 Statement:

“Low Port Primary School: Where you are given opportunities and leave with happy memories.”

School Values and Aims:

**Confidence
Fairness
Honesty
Respect**

Let's create a safe, happy and welcoming learning community where all children are able to recognise their full potential through promotion and recognition of attainment and achievement.

Positively foster an ethos of equality and inclusion where children are given a voice and opportunities to develop the values and attitudes which will equip them for their lifelong journey.

Plan to work cooperatively with parents, carers and partners agencies to teach children respect and develop the skills they require to grow into caring, confident, responsible and considerate young people.

Strive to develop a cohesive, progressive and challenging curriculum which provides high quality, relevant and enjoyable learning experiences which meet the needs of all our children.

Our Low Port Primary School Curriculum Rationale can be found on our website



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Contextual Data Analysis and Rationale for 2022/23 School Improvement Plan

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

Low Port Primary School is a non-denominational primary school situated in the centre of Linlithgow, West Lothian. In session 22/23, there will be 176 children across 8 classes – two of which will be composites. There is currently no nursery provision at Low Port, so our incoming P1s come from a wide range of council and private nurseries throughout the catchment area. SIMD data shows that the majority of our children are from Quintile 5 households.

The school is staffed by a Head Teacher, a Principal Teacher, 9 class teachers (including 2 Probationer Teachers) and a part-time SfL Teacher. Four PSWs as well as part time admin and clerical assistants based in our office are real assets to our team. Staff demonstrate strong collegiality, teamwork and commitment to improving outcomes for all learners.

The school benefits from the extensive opportunities provided by the surrounding environment and staff are encouraged to utilise this to facilitate outdoor learning and teaching, whenever possible. In order to support out of school provision, the school runs a Breakfast Club before school as well as an Out of School Club afterwards, both of which are very well attended by a number of our pupils.

The school fosters high quality relationships with the Cluster Schools, Quality Improvement Partnership schools, local community partners the wider community through the RIC. The school has a very supportive parent body. The Parent Council (known as Friends of Low Port Primary School) are actively involved in the life of the school and continue to offer a very high level of commitment and support. Working together in partnership, we are proud to say that we meet the needs of all learners.

b) Data to identify the universal and targeted school Improvement Plan Priorities (SIP)

Stage	Roll	Reading	Writing	Listening & Talking	Literacy	Numeracy	Mathematics
P1	19	94.74%	94.74%	94.74%	94.74%	100.00%	100.00%
P4	33	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
P7	27	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Combined Attainment	176	93.75%	91.48%	95.45%	91.48%	94.89%	94.89%

As per the table above, attainment data at Low Port remains very high. Almost all learners in P1, and 100% of learners in P4 and P7 achieved expected level in Numeracy and Literacy.



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c) What are our improvement priorities?

Low Port 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 children to have regular opportunities to self-report against HWB Indicators - Targeted supports in place for children for whom a HWB need has been identified - Revisit current processes around collection of HWB data to ensure immediacy of response for interventions - High quality transitions in place for all learners – universal and targeted - Increased extra-curricular opportunities for pupils, in particular physical activity and school sport. - Commitment to re-accreditation of UNCRC Gold RRS Award - Assessment of HWB Curriculum in line with wider curriculum refresh - Community supports in place for Ukrainian refugee families 	<ul style="list-style-type: none"> <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"> - Revisit current processes for external and internal transitions (both universal and enhanced) in line with transition partners such as nurseries and Linlithgow Academy. - Following audit of HWB provision last session, staff to revisit HWB curriculum resources (Inc. Building Resilience and Healthy Eating), ensuring consistency across the school. - PT to continue leading and developing HWB interventions in response to HWB data – including nurture sessions, LYPP mentoring and counselling from Wellbeing Scotland. - Extra-curricular activities to be increased, in conjunction with West Lothian Leisure and other internal and external providers. - Link with Active Schools and Linlithgow Academy pupils to support school sport provision - HWB data analysis tools to be revisited in line with WL Performance Team and piloted at LPPS. - Regular community engagement events organised to support Ukrainian Refugee families - Begin process of re-accreditation of Gold Rights Respecting School Award through UNCRC. 	June 2023	<ul style="list-style-type: none"> - By June 2023, all children who self-report as A or R against any HWB indicator to receive a HWB intervention - By June 2023, 97% of children self-report as Green against all HWB indicators. - Learner Conversations to show that children are able to talk about they are supported in HWB. - Learner Conversations to show that children are able to talk about how their rights are supported in school. - By June 2023, all children to take part in transition activities, and identified learners to receive enhanced transition package. - By June 2023, 40% of all children to have participated in a school sport extra-curricular activity
<p>Raising attainment for all, particularly in literacy and numeracy(universal):</p> <ul style="list-style-type: none"> - LPPS Learning, Teaching and Assessment policy finalised and applied consistently in all classrooms - Establish a consistent approach to the teaching of Reading at LPPS - Link with cluster school to review L&T curriculum and moderation - Parental Learning and Engagement sessions to be increased 	<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"> - Staff to finalise LPPS Learning, Teaching and Assessment Policy and apply consistently in all classrooms. - School to link with WL Literacy Lead in order to update reading curriculum, creating 'A Week of Reading at LPPS'. - In collaboration with SPS, train staff in use of Philosophy 4 Children as part of listening and talking curriculum - Refresh listening and talking long term planning - Carry out listening and talking moderation sessions at cluster level to ensure robust planning and effective assessment/teacher professional judgement - Parental Engagement Calendar to be created in consultation with families - Working party of staff to take forward small test of change in spelling resources, highlighting best practice to inform whole school improvement 	June 2023	<ul style="list-style-type: none"> - Professional dialogue at attainment meetings and during quality improvement will reflect teacher professional judgement is robust and judged against benchmarks - Classroom observations will show learners can ask and answer questions, expressing their opinion and reasons - By August 2022, a Parental Engagement Calendar to be created in conjunction with families and distributed to all stakeholders



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<p>Tackling the attainment gap between the most and least advantaged children (targeted):</p> <ul style="list-style-type: none"> - Homework provision to be tailored to support identified families - Robust data analysis to identify children for interventions - Greater understanding of differentiation, to best support identified learners within the classroom - Identified children taking part in extra-curricular and wider experiences 	<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"> - Homework provision to be re-evaluated to ensure it meets the needs of most vulnerable families and prevents digital exclusion. - Staff CLPL on high quality differentiation, ensuring pupils needs are being acutely targeted within the classroom - Use of protected SfL and PSW led interventions to support identified learners. - PEF funding to support wider experiences for identified learners - Identified learners prioritised for extra-curricular activities - Parental Engagement Calendar to be created in consultation with families 	<p>June 2023</p>	<ul style="list-style-type: none"> - By June 2023, almost all Quintile 1 learners to be on or ahead of track in Numeracy and Literacy. - By June 2023, almost all Quintile 1 learners to be regularly completing home learning tasks - By June 2023, almost all Quintile 1 learners to have taken part in an extra-curricular activity or residential experience.
<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p> <ul style="list-style-type: none"> - Skills sacks to be used in all classrooms - Children to have opportunities to take part in enterprise projects - Digital skills to be used consistently across the cluster - Community members to share experiences and skills linked to work 	<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"> - LPPS to hold DYW focus week, culminating in mini Jobs Fair - Skills Sacks to be used consistently in every classroom - Enterprise opportunities available for all classes - Engage with relevant stakeholders across both sectors to identify areas for collaboration. - MWOW ambassadors to deliver sessions with P6 pupils. - Provide shared opportunities to deliver DYW aims. - Create a cluster digital learning standards framework - Provide opportunities for young people to develop personal achievements linking with cluster schools. - Facilitate networking opportunities to strengthen and empower parents and community partners. - Provide opportunities for pupils to lead and inform change across the cluster using HGIOURS (Cluster Council) 	<p>June 2023</p>	<ul style="list-style-type: none"> - By June 2023, all classrooms to be regularly using skills sacks - By June 2023, all children to have taken part in enterprise event - Through learner conversations, children are able to discuss skills for learning, life and work, and how these are supported in school.



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