

# LOW PORT PRIMARY SCHOOL IMPROVEMENT PLAN



**2023/24**



**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  
Collaborative Leadership Model

### 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  
  
Support for Learning: All our Children and All their Potential (ASL Review) 2020



Courage

Relationships

Relevance

Values

*Vision Statement:  
"Low Port Primary School: Where you are given opportunities  
and leave with happy memories."*

**Every Child has a Right to**

- an education
- an education which helps them use and develop their talents and abilities. It should also help them learn to live peacefully, protect the environment and respect other people
- rest and play
- a voice, and for adults to take it seriously



**Our Values**

**School Aims:**

- 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.*



Courage

Relationships

Relevance

Values

# Our Curriculum

## Opportunities for personal achievement

- ✓ House and Vice Captains
- ✓ Pupil Parliament roles across five [HGIOURS](#) themes
- ✓ Buddies and Chums Programmes
- ✓ House Point System in line with recognition of school values
- ✓ Individualised positive recognition systems within each classroom linked to UNCRC and Class Charters
- ✓ Profiling and target setting systems (developing across session 23-24)

## Interdisciplinary Learning

- ✓ Rich outdoor learning opportunities within local context (Rigg/Peel/Loch/Canal/Palace)
- ✓ STEM (Science/Technology/Engineering and Maths)
- ✓ Learning for Sustainability and Global Goals
- ✓ Skills development (Focus on Metaskills)
- ✓ Home learning approaches and guidance

The Curriculum  
 'the totality of all that is planned for children and young people throughout their education'

- ✓ Rights Respecting Schools
- ✓ Trusted Adult approach
- ✓ Pupil leadership opportunities through Pupil Parliament
- ✓ Collaborative School Model
- ✓ House Points system reinforcing school vision, values and aims
- ✓ Local Partnership working (for example – Burgh Beautiful, Rangers service, Active schools, Library and Museum)
- ✓ Rights Respecting Schools
- ✓ Family and Community Learning Events

## Ethos & life of the school as a community

- ✓ Focus on attainment and assessment
- ✓ Low Port Reading Week – Reciprocal Reading strategies
- ✓ Number Talks
- ✓ Nurture
- ✓ Measured interventions
- ✓ SWST and Letter land Phonics and Spelling programmes
- ✓ PM Writing approaches

## Curriculum areas & subjects



Courage

Relationships

Relevance

Values

## Contextual Data Analysis and Rationale for 2023/24 School Improvement Plan

### a) Background - The context for the learners in our school

The Head Teacher and Depute Head Teacher have been in post since April 2023 and are part of a new Collaborative Leadership Model. The model has allowed for the leadership team to grow from One Head Teacher (in post for 30 months) and one Principal Teacher, to a Head and Depute who work over both Low Port Primary and a neighbouring school, Springfield Primary. In addition, we have one full time Principal Teacher who is currently non-class committed, and one Principal Teacher one day a week. This strength within the model has allowed for a Senior Leadership Team with a wide range of skills and experiences, benefitting both school communities under the new model.

This year our school roll will be 192 pupils with 8 classes, one being a composite at P2/1. Two new teachers will join our staff team, one being a probationer.

At the heart of the school's approach is having the highest expectations and belief for every learner. Our school is built on empowering staff, learners, parents and partners and we do so in ongoing self-evaluation and leadership activities and opportunities. Due to our robust self-evaluation around our improvement priorities for this session, our staff team know the direction of the school and are committed to change to ensure continuous improvement for all learners.

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.

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.

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

#### CfE

- Attainment data at Low Port remains very high. Our 2022/23 data shows that our overall Literacy and Numeracy attainment is in line with or above schools with similar contexts.
- Almost all children (90%+) in P1, P4 and P7 achieve expected CfE levels in Literacy and Numeracy.
- Almost all (90%+) children in P4 and P7 are on track and have increased in all measures for Literacy and Numeracy from the previous year.
- Targeted interventions in Literacy and Numeracy enable children to continue to make progress in their learning.

#### Wellbeing and Engagement

- Almost all (90 %+ ) learners in our school report positively against the wellbeing indicators.
- Our pupil ethos surveys are very positive with 100% positive rate recorded for children feeling safe and respected by staff in school.
- Almost all (90%+) of our P1-3 families are connected on Seesaw, P4-7 children engage well with Glow 365 tools.
- The majority of our children participate in our free after school programme; others access a wide range of experiences out with the school setting.

### c) What are our improvement priorities? - Identified SIP priorities informed by the above data (detail in plan below)

We will embed our strategies for Literacy and Numeracy with a focus on providing consistent high quality experiences for learners. We will continue to provide targeted interventions for learners across the school and track the impact on attendance, participation, engagement and attainment. We will continue to refresh our curriculum offering to ensure the fulfilment of the four capacities and expand our whole school approach to the development of skills, attributes and achievements.



Courage

Relationships

Relevance

Values

## Low Port Primary - 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>All stakeholders will have a clear understanding of the newly created vision, values and aims, supported by the Positive Relationships Policy and will experience a values centred ethos and curriculum</p> <p>(Placing the human rights and needs of every child and young person at the centre of education)</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"> <li>• Consultation with all stakeholders to gather views to revise vision, values and aims</li> <li>• Vision, values and aims will permeate conversations, experiences and playground routines,</li> <li>• Values to permeate assembly focus throughout the year</li> <li>• All stakeholders to be part of embedding values into curriculum offering</li> <li>• Pupil Parliament (Successes and Achievements Theme HGIOURS) to create a positive pupil recognition system linked to values</li> <li>• Pupil Parliament to develop other methods to link values to wider ethos and life of the school</li> <li>• Alongside staff and pupils, update Positive Relationships Policy</li> <li>• Collegiately devise a tracking system to recognise and support emotional regulation needs within the school</li> <li>• Introduce a daily check in system from P1-7, with P4-7 using digital tools</li> <li>• Establish staff termly HWB survey with action plan and evidence of actions</li> </ul>	Sept 23 By June 24 Sept 23 Jan 23  Oct 23  Dec 23 Feb 24 Dec 23  Sept 23 Sept 23	<ul style="list-style-type: none"> <li>• Almost all pupils will self-report positively (green) using the wellbeing indicators by term 4</li> <li>• Identified children who report as amber and red will receive targeted intervention which is evident on the excellence and equity tracker</li> <li>• Pupils will report 4 and above during daily check ins using the 5 point scale by June 2024</li> <li>• Learning Walks, class visit and focus group evidence indicates increase in overall engagement levels across the school</li> <li>• Reduction in incidents in break and lunch behaviour log from previous year and over the session</li> <li>• The Parental Ethos Survey will show an increase to reflect that most parents/carers feel that the school responds well to any bullying</li> <li>• Pupil surveys and focus groups will indicate that almost all children can articulate the values and how they relate and are used in school and everyday life</li> <li>• Values are evident in daily restorative conversations and throughout learning and teaching</li> <li>• Learning conversations and learning walks show rights-based practice is evident and almost all pupils can demonstrate awareness of vision and values</li> </ul>
<p><b>Raising attainment for all, particularly in literacy and numeracy(universal):</b></p> <p>All learners will experience high quality learning and teaching in numeracy and mathematics by engaging practitioners in rich professional learning</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"> <li>• Deepen staff knowledge and understanding of pedagogical approaches through rich CLPL opportunities alongside the Numeracy Development Officer</li> <li>• CLPL on effective working walls and establish clear guidance for consistency across all stages</li> <li>• Develop guidance and staff understanding of quality questioning to ensure high quality learning and teaching and consistency</li> <li>• Devise clear guidance and progression for Number Talks within the school to ensure consistency</li> <li>• High quality CLPL for Pupil Support Workers to ensure all staff apply consistent approaches</li> <li>• New Numeracy Champion (class teacher lead) to disseminate key local and national messages from authority sessions</li> <li>• Family learning opportunities to share approach</li> </ul>	Sept 23  Oct 23  Feb 24 Oct 23  Dec 23  Oct 23 Jan 24	<ul style="list-style-type: none"> <li>• Professional dialogue and surveys of staff will show an increase in understanding and confidence in pedagogical approaches in mathematics from the baseline (Sept) to the end of the session (June)</li> <li>• Classroom observations will show identified pedagogical approaches in action, with learners actively engaged in learning</li> <li>• As a result of pedagogical approaches, almost all children will be able to demonstrate and articulate their mathematical thinking in focused learning conversations with CT and SLT</li> <li>• Overall school percentage on pupil attitude scale will show an increase from the start to the end of the session</li> </ul>



Courage

Relationships

Relevance

Values

<p>All learners will have the opportunity to engage in dialogue at school and home about their learning and targets in Literacy, Numeracy and Health and Wellbeing</p> <p>(Placing the human rights and needs of every child and young person at the centre of education)</p>		<ul style="list-style-type: none"> <li>• Staff working parties (P1-3 and P4-7) to explore good practice in profiling and devise guidance for staff, pupils and parents to ensure consistency</li> <li>• Teachers and pupils to target set together to identify next steps in learning for Literacy, Numeracy and HWB</li> <li>• Parent/carer support to access and populate home learning/achievements on Teams and Seesaw</li> <li>• Family learning opportunities to share profiling approach and provide support to parents/carers to aid quality learning conversations against targets</li> </ul>	<p>June 24</p> <p>June 24</p> <p>Oct 23</p>	<ul style="list-style-type: none"> <li>• Quality improvement will show all learners have set literacy, numeracy and HWB targets by June 2024 and take part in learning conversations</li> <li>• SLT learning conversations show that most learners can articulate progress of learning against targets in profile evidence</li> <li>• Parents/carers will report positive feedback related to learning conversations that take place at home and during identified profiling sharing sessions at school</li> </ul>
<p><b>Tackling the attainment gap between the most and least advantaged children (targeted):</b></p> <p>Children's needs will be met through effective differentiation focussing on content, process, product and environment</p> <p>Children and families will be supported by reduced costs, promoting equity</p> <p>(Placing the human rights and needs of every child and young person at the centre of education)</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/>School and ELC Improvement</li> <li><input checked="" type="checkbox"/>School and ELC Leadership</li> <li><input checked="" type="checkbox"/>Teacher and Practitioner Professionalism</li> <li><input checked="" type="checkbox"/>Parental Engagement</li> <li><input checked="" type="checkbox"/>Curriculum and Assessment</li> <li><input checked="" type="checkbox"/>Performance Information</li> </ul>	<ul style="list-style-type: none"> <li>• All staff will engage in authority led training on differentiation focussing on content, process, product and environment</li> <li>• Staff will engage in school based CLPL (along with Springfield PS) to reflect on current research, thinking and practice</li> <li>• Through CLPL, consider effective examples of differentiation, looking at approaches to enhance current practice</li> <li>• Staff will moderate and share good practice in adaptive teaching practices across Collaborative Model schools</li> </ul> <ul style="list-style-type: none"> <li>• Broaden practitioner knowledge of the financial challenges families face and how schools can make a difference through all staff engaging in authority CLPL and dialogue related to Cost of the School Day</li> </ul> <p><u><a href="#">Separate Pupil Equity Funding Plan.</a></u></p> <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><u><a href="#">PEF OVERVIEW</a></u> to view our PEF Summary and find out more about our use of Pupil Equity Funding.</p>	<p>April 24</p> <p>June 24</p> <p>June 24</p>	<ul style="list-style-type: none"> <li>• Quality improvement activities will reflect that needs of all learners are being met through environment, product, process and content</li> <li>• Almost all learners will increase levels of engagement using engagement scale survey by June 2024</li> <li>• Staff feedback will show an increase in confidence when planning effective differentiation using termly staff confidence survey</li> </ul> <ul style="list-style-type: none"> <li>• Annual ethos survey in 2024-25 will show an increase in percentage of families reporting the school is helping to reduce day to day school costs.</li> </ul> <p>PEF planning tool</p>
<p><b>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</b></p> <p>Cluster schools will continue to develop shared practices and systems which develop learner</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/>School and ELC Improvement</li> <li><input checked="" type="checkbox"/>School and ELC Leadership</li> </ul>	<ul style="list-style-type: none"> <li>• Embed partnerships with Skills Development Scotland to support professional learning and understanding of meta skills</li> <li>• Develop cluster assessment and moderation approaches, focussing primarily on the meta-skills of communication, critical thinking, collaboration and creative thinking</li> <li>• Revisit Fun31 to link skills and partners in our school and wider community/world of work</li> </ul>	<p>Nov 23</p> <p>March 24</p> <p>Sept 23</p>	<ul style="list-style-type: none"> <li>• Learners will be able to confidently reflect upon experiences and connect them to the identified skills, identifying successes and next steps.</li> <li>• Staff understanding and confidence in planning for and assessing skills will increase.</li> </ul>



Courage

Relationships

Relevance

Values

<p>agency, autonomy, skills and competencies, and the development of the four capacities across all contexts for learning.</p> <p>Children will experience learning opportunities in our community, working with partners</p> <p>(Placing the human rights and needs of every child and young person at the centre of education)</p>	<p><input checked="" type="checkbox"/>Teacher and Practitioner Professionalism</p> <p><input checked="" type="checkbox"/>Parental Engagement</p> <p><input checked="" type="checkbox"/>Curriculum and Assessment</p> <p><input checked="" type="checkbox"/>Performance Information</p>	<ul style="list-style-type: none"> <li>• Staff will work within the Collaborative Model to identify opportunities to plan learning and teaching linked to community and partners</li> <li>• Pupil Parliament will work within the Collaborative Model to lead learning experiences in the community</li> </ul>	<p>Oct 23</p>	<ul style="list-style-type: none"> <li>• QA activities will show increase in staff proficiency around focussing on skills through LT&amp;A</li> <li>• Planning will demonstrate opportunities for collaboration in the community</li> <li>• Staff, parent, pupil and partner feedback will report positive experiences of their involvement and learning in the community</li> </ul>
--	--	--	---------------	--



Courage

Relationships

Relevance

Values