

# Linlithgow Primary School and nursery class



# PROGRESS REPORT FOR SESSION 2018/19

(Standards & Quality Report)

Preston Road, Linlithgow EH49 6HB

## ABOUT OUR SCHOOL

Linlithgow Primary school is a non-denominational school serving the northwest side of Linlithgow. In session 2018 – 2019 we had a school roll of 417 primary children, with a further 120 children in our Early Learning and Childcare setting, using am, pm or full day provision. The school benefits from a catchment with an average SIMD of 5 and over 70% of our pupils are in the 4<sup>th</sup> and 5<sup>th</sup> quintiles. Currently our Free School Meal entitlement is 6.69%.

Linlithgow Primary School works with partner schools within the Linlithgow Academy cluster. This session the school has had 15 classes with 21 teachers, one part-time Additional Support Needs teachers, 3 Principal Teachers, a non-teaching Depute Head Teacher and Head Teacher. The school benefits from specialists in Modern Languages, Music and P.E. Tuition in Brass and strings is provided for children from P5 to P7. The Early Learning and Childcare Provision is made up of two EYOs and a team of Nursery Nurses and Pupil Support Workers. The school has been well supported by a team of six Pupil Support Workers who assist pupils in class. Clerical support is provided by one Administrative Assistant and one Clerical Assistant. We have a fully supportive Parent Council and Fundraising Group, who are very active in school, especially in the areas of fundraising, communication and liaison. We have a teaching staff with a very well balanced range of experience, including a probationary teacher and full year MA placement student.

We have a very successful breakfast club, which 70 - 80 children attend. The school has an excellent relationship with the Cluster Schools, the local community and the local church.

## OUR SCHOOL VALUES

RESPONSIBILITY  
CREATIVITY  
INTEGRITY  
RESILIENCE  
ACHIEVEMENT  
RESPECT

## IMPROVEMENT PRIORITIES

Our improvement priorities are always based on the National priorities in the National Improvement Framework (NIF). Below we have indicated what progress we made with these priorities in Session 2017/18, what the impact has been and what our next steps will be to continue to address these priorities in Session 2018/19.

We have also shown which NIF driver for improvement we used – you can find out more about the National Improvement Framework and drivers at [https://www.npfs.org.uk/wp-content/uploads/2016/01/NPFS\\_NIF\\_E-1.pdf](https://www.npfs.org.uk/wp-content/uploads/2016/01/NPFS_NIF_E-1.pdf).

We have also indicated the links to quality indicators (QIs) in How Good is our School?4 (HGIOS?4) which is a key aspect of the Scottish approach to self-evaluation and school improvement

PRIORITY	HOW DID WE DO?
<p>1.</p> <p>To raise attainment, especially in literacy and numeracy</p> <p>NIF Driver(s): School Improvement School leadership Teacher professionalism Assessment of children's progress Performance Information</p> <p>HGIOS?4 QIs: 1.1 Self Evaluation for self improvement 1.2 Leadership of Learning 1.3 Leadership of Change 2.2 Curriculum 2.3 Learning, teaching and assessment</p>	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> <li>• Staff engaged with Reflective Reading approaches and introduced reading mats to learners as a way of integrating reading skills into weekly reading practice. All classes engaged with the First Minister's Reading Challenge and created class plans for 'Building a Reading Culture'</li> <li>• Staff developed a reading skills framework based on the principles of reflective reading.</li> <li>• Reflective Reading placemats adapted for use in the classroom (P5-7)</li> <li>• Staff have worked collaboratively to produce a progression overview for phonics and grammar.</li> <li>• Trialled WL criteria for writing assessments</li> <li>• In school moderation sessions based on new writing criteria (explanation texts)</li> <li>• Cluster moderation sessions based on new writing criteria (Narrative texts)</li> <li>• Staff conducted peer observations of teaching and learning in Literacy.</li> <li>• Reading QUAMSO delivered CLPL to school and at authority level on the use of holistic assessments.</li> <li>• Staff continued to work, with the support of our PT, to embed Heinemann Active Maths. Progression pathways were developed in line with the national benchmarks and the West Lothian pathways to ensure breadth and progression across levels. This has been completed for second level.</li> <li>• Teachers attended Maths CLPL events (Maths Mastery and Maths Recovery)</li> <li>• Staff benefitted from cluster moderation of problem solving and the use of holistic assessments.</li> <li>• Increased the opportunities for hands on / practical play maths and numeracy lessons.</li> <li>• All staff received SEAL update training.</li> <li>• Staff training delivered on SEAL, Numicon and Number Talks.</li> <li>• Numeracy QUAMSO appointed from within the school.</li> <li>• A play based curriculum has been further developed this session with the introduction of loose parts play. There has been a shift towards creating a Froebelian environment within the early level.</li> <li>• ELC staff engaged with the EY Network and in course of the year, worked on developing an environment for Literacy and Numeracy, the development of digital learning – and embedding Values in ELC. Our two EYOs completed the WL EYs Leadership Programme.</li> </ul> <p><u>Evidence indicates the impact is:</u></p> <ul style="list-style-type: none"> <li>➤ Success criteria for writing lessons are clearer for the pupils and directly linked to benchmarks.</li> <li>➤ All staff are more confident in the different genres of writing.</li> <li>➤ Learners benefit from active and progressive maths teaching with an emphasis on open ended and creative tasks and fluid groups allowing challenge.</li> <li>➤ Staff have a clearer understanding of what should be covered as a minimum at each second level stage in Maths and Numeracy.</li> <li>➤ Learners benefit from a reflective staff who evaluate their practice on an ongoing basis and refine and develop based on their enquiries.</li> <li>➤ Learners benefit from a cohesive and relevant curriculum based on shared values.</li> <li>➤ Learners benefit from a management team who look outwards for good practice on an ongoing basis.</li> </ul> <p>Our next steps will be to:</p> <ul style="list-style-type: none"> <li>• To continue our review of our Curriculum Rationale, looking at key drivers for our curriculum and continuing to work to share and embed our School Values</li> <li>• To develop a writing culture across the school that is structured, progressive and relevant for our learners based on the 6 writing genres.</li> <li>• To assess writing more regularly to determine progress.</li> <li>• To further embed the use of Number Talks across the school.</li> <li>• To continue to develop a Play Based curriculum in P1.</li> </ul> <p>Actions specific to ELC</p> <ul style="list-style-type: none"> <li>• Continue to review and embed Nursery Values and Curriculum Rationale</li> <li>• Continue to engage with the EY Network at Cluster level.</li> <li>• Attend WL EY Conference with emphasis on Froebal practice</li> <li>• Make changes to the nursery environment to reflect the Froebel approach within the early years.</li> <li>• Continue to develop use and impact of Renfrew vocabulary test and EY Tracker in transition</li> </ul>

<p>2.</p> <p>To close the attainment gap between the most and least disadvantaged children</p> <p>NIF Driver(s): Assessment of children's progress Teacher professionalism Performance Information School Leadership</p> <p>HGIOS?4 QIs: 1.3 Leadership of change 2.3 Learning, teaching and assessment 2.4 Personalised support 2.6 Transitions 3.2 Raising attainment and achievement</p>	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> <li>• Our PSW group attended WL training in SEAL approaches, Number talks, paired reading and Dyslexia friendly strategies. They were able to use this knowledge in working with identified groups and individuals during the session.</li> <li>• In literacy, we used targeted interventions at early years to support development of phonic awareness, decoding and fluency in reading. This was supported by our SFL teacher, PEF teacher and PSWs.</li> <li>• In numeracy, we targeted children at first and second level and supported their gaps in learning through SEAL approaches and CLICK resources. This was overseen by our PT and supported by our PSW team.</li> <li>• In health and wellbeing, we adopted nurturing approaches across our school. With targeted interventions for small groups from P1 – P5. We introduced adult mentoring 1-1 with specific children.</li> <li>• As a staff, we undertook moderation exercises each term in numeracy, literacy and Holistic assessments to allow us to focus on attainment and continue to develop a shared understanding of standards. This also allowed staff to have ongoing discussion around the gaps in learning in their class – and possible strategies and interventions.</li> </ul> <p>Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:</p> <ul style="list-style-type: none"> <li>➤ Good progress was made by our children in P1- P3 who benefited from small group and individual daily interventions in reading and phonic skills</li> <li>➤ Good progress was made by our learners in P6 and P7 who undertook the 8 week maths intervention course. Gaps in maths learning were identified and individual learning programmes were devised for them.</li> <li>➤ Children and class teachers were very positive about the impact of the nurture groups and 1-1 mentoring throughout this session. It has allowed vulnerable children to experience success and maintain a positive school experience.</li> </ul> <p>Our next steps will be to:</p> <ul style="list-style-type: none"> <li>• To continue to work with our cluster to identify priorities in literacy and numeracy from the Scottish National Standardised Assessment – and for this to also inform our improvement work in school</li> <li>• To identify a school lead for 3.1 and 2.4.</li> <li>• To develop an Assessment framework in school, in consultation with all stakeholders</li> </ul> <p>Actions specific to ELC</p> <ul style="list-style-type: none"> <li>• To continue to refine the use of the EY Tracker, taking into account all assessment information eg Renfrew Vocab test</li> </ul>
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<p>3.</p> <p>To improve children and young people's health &amp; wellbeing</p> <p>NIF Driver(s): School Leadership Teacher Professionalism Parental Engagement Assessing Children's Progress School Improvement</p> <p>HGIOS?4 QIs: 1.3 Leadership of Change 2.2 Curriculum 3.1 Ensuring wellbeing, equality and inclusion</p>	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> <li>• Staff reading group formed. Paul Dix 'When Adults Change, Everything Changes' read and discussed to have an impact on pupil behaviour.</li> <li>• School rules amended to reflect the Paul Diz approach (Ready, Safe, Respect)</li> <li>• After auditing our HWB curriculum we introduced Bounceback and Emotion Works as resources to support health and wellbeing. We also worked with DoBeMindful to introduced mindfulness to our curriculum. Our staff and children also engaged with Drama Box to introduce quality drama opportunities to our programme.</li> <li>• Staff engaged in mindfulness training</li> <li>• Continued use of Ice Pack resource</li> <li>• We worked together to use our refreshed School Values to review our school positive behaviour policy. We introduced Awesome Achievers and our FRESH charter for outdoors.</li> <li>• We refreshed our Pupil Voice Groups and these have been very successful this session at introducing real and motivating learning experiences for our children, as well as working in partnership with our local community; plastic free Linlithgow, Transition Linlithgow, PJ Foundation and our Local Spring Clean. They have also allowed children to experience innovation and creativity eg our whole school Panel design competition.</li> </ul> <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> <li>➤ Learners are beginning to experience a broad and balanced HWB curriculum with opportunities to develop their physical, social and emotional health.</li> <li>➤ Learners benefit from motivating and engaging learning experiences that allow them to be creative and innovative.</li> <li>➤ All staff, pupils and parents know our 3 school rules.</li> <li>➤ Pupils feel listened to and know that they have a voice through pupil voice groups.</li> </ul> <p>Our next steps will be to:</p> <ul style="list-style-type: none"> <li>• To continue to embed our nurturing approaches across our ELC and school.</li> <li>• To develop approaches to children's understanding of the GIRFEC indicators and their ability to self report within the indicators, in a child friendly and age appropriate way.</li> <li>• A school lead for 3.1 to be appointed with a clear remit for improvement identified.</li> </ul>
<p>4.</p> <p>To improve employability skills, and sustained, positive school-leaver destinations for all young people</p> <p>NIF Driver(s): School Improvement Parent Engagement</p> <p>HGIOS?4 QIs: 2.2 Curriculum 2.7 Partnerships 2.6 Transitions 3.3 Increasing creativity and employability</p>	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> <li>• Our school continued to embed motivating and real life contexts in learning and teaching whenever possible; Mock Court, Primary Science Engineers, My World or Work Ambassadors, Crystal Growing Challenge.</li> <li>• P7 undertook the P7/S1 Cluster transition project, using Yammer as a tool for creating online Sway profiles.</li> <li>• Our staff and children worked to increase the use and impact of online learning with the development of our AAL; increased use of Glow tools from P3, increased use of Twitter as a vehicle to share learning, bring your own device in P6 and P7, development of IT Charters in all classes.</li> <li>• We continued to develop our Young Leader roles in P7; House Captains, Sports Captains, Digital Leaders, office helpers, Buddies, Media team, Games Club leaders, FRESH pals.</li> <li>• We have introduced Head of Year as a further way of building capacity and leadership skills within our young people.</li> </ul> <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> <li>➤ Learners benefit from opportunities to experience leadership roles at all stages of our school.</li> <li>➤ Learners benefit from robust transition procedures that allow them to engage with cluster peers.</li> </ul> <p>Our next steps will be to:</p> <ul style="list-style-type: none"> <li>• Continue to develop our AAL procedures and engage with the Digital Schools Award.</li> <li>• Continue to improve and develop our transition procedures</li> <li>• Develop skills sacks across our school consistently</li> <li>• Engage with Education Scotland to explore 'Gender Balance' across our school.</li> </ul>

## Our Achievements this year have included:

- 1<sup>st</sup> place – West Lothian Athletics (P7)
- 8<sup>th</sup> in Euro Quiz (P6) – National event
- Won Fair Play Award – George Allan Football Tournament
- Bannockburn Visitor Centre – 2 pupils won the panel design competition
- 3<sup>rd</sup> place for Linlithgow Community statue design
- 1<sup>st</sup> place P6 (boys) Linlithgow - cross country event
- Successful school show ‘Disney Showcase’
- Continuing to take part in a wide and varied programme of sporting activity; rugby, futsal, athletics, local football tournaments, hockey, gaelic football, cross country.
- The continuation of our successful Palace Guiding programme, including being involved in the 40<sup>th</sup> Anniversary celebrations with local and national media.
- Working to develop a ‘Reading Culture’ throughout our school, and the impact of the First Minister’s Reading Challenge at all levels of school.
- A wide and varied range of after school clubs; dancing, multi sports, guitar, recorder, hockey, netball, Pokemon, football, Science club.
- A very successful Health Week with a wide range of opportunities for all stages; Parkour, Yoga, Physio sessions, Mindfulness, Relax Kids, Football coaching, Enjoy a Ball, Tai Chi and Hockey.
- A very successful ‘bring your bike to school day’ – over 300 bikes took part in our obstacle course organised by P7.
- Continued school involvement with PJ Foundation, our school charity funded in memory of a former pupil.
- All classes took part in Linlithgow Book Fest 2018 – Meet the Authors

## Capacity for Continuous Improvement

Our school has demonstrated that it has the capacity for continuous improvement. We are highly reflective and evaluate continually to make improvements in our practice and learning activities.

How good is our school? The quality indicators\* show that:

How good is our leadership and approach to improvement?	Leadership of Change 1.3	Good
How good is the quality of the care and education we offer?	Learning, teaching and assessment 2.3	Good
How good are we at ensuring the best possible outcomes for all our learners?	Ensuring wellbeing, equality and inclusion 3.1	Very Good
	Raising attainment and achievement 3.2	Good

How good is our Early Learning and Childcare? The quality indicators show that:

How good is our leadership and approach to improvement?	Leadership of change 1.3	Good
How good is the quality of the care and education we offer?	Learning, teaching and assessment 2.3	Good
How good are we at ensuring the best possible outcomes for all our learners?	Ensuring wellbeing, equality and inclusion 3.1	Very Good
	Securing children’s progress 3.2	Good