

Linlithgow Primary School and ELC



PROGRESS REPORT FOR SESSION 2022/23

(Standards & Quality Report)

Preston Road, Linlithgow

EH49 6HB



ABOUT OUR SCHOOL

At Linlithgow Primary School, our vision is: ‘Together we learn, together we grow’.

Our values are: Growth Mindset, Respect, Opportunity and Wellbeing.

Our school mission statement is: ‘To create a learning community where everyone can flourish’.

Linlithgow Primary school is a non-denominational school serving the northwest side of the Burgh of Linlithgow. The school provides a nurturing and inspiring learning community where ambitious learners are supported and challenged to flourish and succeed.

Our school benefits from a rich outdoor learning environment within the Burgh of Linlithgow with Linlithgow Palace, the Peel, the Union Canal and Linlithgow Loch providing rich historical environmental and ecological contexts for learning in our immediate environment. The school is proud to work in partnership with Linlithgow Palace and Historic Scotland to provide opportunities to embed the Career Standard, through a comprehensive Palace Guide programme.

The Linlithgow community are proud of their local schools and Linlithgow Primary School fosters strong partnerships with the local churches, Rotary Club and Round Table, Burgh Beautiful and local businesses (e.g. Tesco, Sainsbury’s and Aldi supermarkets), as well as a wealth of local businesses who provide excellent curriculum opportunities to develop our young workforce of the future in and for Linlithgow. Linlithgow Primary School are committed to working in true partnership with parents/carers to impact on the school improvement.

In session 2022-23 the school had a school roll of 366 primary children, with a further 77 children in our Early Learning and Childcare setting, using AM, PM or full day provision. Our nursery also offers the chance for parents/carers to purchase additional childcare hours, across the week, should they wish to use this service.

Linlithgow Primary School works with partner schools within the Linlithgow Academy cluster. The school benefits from specialists in Physical Education and Digital Learning. Tuition in Brass and Strings is provided for children from P5 to P7.

The school has an active Parent Council and Fundraising Group who are supportive of the school, especially in the areas of fundraising, communication and liaison.

Staff across the school and early years demonstrate strong collegiality, teamwork, dedication and commitment to self-evaluation which leads to improved outcomes for all learners.

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 2019/20, what the impact has been and what our next steps will be to continue to address these priorities in session 2020/21.

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.gov.scot/publications/achieving-excellence-equity-2022-national-improvement-framework-improvement-plan/documents/>

We have also evaluated our overall provision using quality indicators (QIs) in How Good is our School 4 (HGIOS4) and How Good is Our Early learning and Childcare? (HGIOELC) 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>Our measurable outcome for session 2022/23 was to ensure that most (80%), children will make the required progress in Reading and Writing, across the school, and especially at First and Second Level.</p> <p>NIF Driver(s):</p> <p><input type="checkbox"/> School and ELC Improvement.</p> <p><input checked="" type="checkbox"/> School and ELC Leadership</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>	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • We have worked to increase teacher confidence in making consistent professional judgments on children’s progress. • A range of specific interventions were put in place from P1-7, to help children who needed more support to make the required progress in Reading and Writing for their age/stage. • Clear guidance has been developed and shared with all staff to ensure that approaches to the teaching of Reading and Writing are consistent, progressive and based on effective practice. • New resources have been purchased to ensure that children have access to high quality texts and materials, in Literacy lessons. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • In <i>almost all</i> stages from P1-7, most children (80%) are now making the required progress in Reading and Writing. • Observations of Reading and Writing lessons show that <i>the majority of</i> teachers are increasingly aware of how to plan high-quality lessons in Reading and Writing. • In <i>the majority of</i> pupil learning conversations, pupils show an increased awareness of the skills that they need to succeed in Reading and Writing lessons.
<p>ELC</p> <p>To ensure that the indoor and outdoor learning environments both provide opportunities for Literacy and Numeracy-rich play experiences.</p>	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • <i>All</i> practitioners engaged in a wide variety of CLPL activities to enhance the learning environment both indoors and outdoors. Training sessions included: High-quality learning provocations, My Active World, Numicon (Numeracy) training. • The <i>majority of</i> practitioners benefited from visits to other settings to provide ideas for how to enhance our play environments to meet learning goals. <p>Evidence indicates the impact is:</p>

	<ul style="list-style-type: none"> • <i>All</i> practitioners now take turns to set up high-quality learning provocations for pupils, each day in nursery. This has allowed children to have greater and richer learning opportunities. • <i>All</i> practitioners collaborate to understand children’s interests and development needs, planning appropriate play experiences and use of resources to meet these. • <i>Most</i> of our pupils are making age expected progress in Literacy and Numeracy, using our play environment to support this. • <i>A few</i> of our pupils are making progress at a rate that is above what would be expected for their age/stage. Practitioners collaborate to ensure that these children are given the challenge that they need to continue to make progress in their learning.
<p>2.</p> <p>To close the attainment gap between the most and least disadvantaged children</p> <p>Our measurable outcome for session 2022/23 was to ensure that most (80%), of male pupils in P4 and P6, and especially those in Q1 and Q2, will make the required progress in Reading and Writing by the end of Second Level.</p> <p>NIF Driver(s):</p> <p><input type="checkbox"/> School and ELC Improvement.</p> <p><input checked="" type="checkbox"/> School and ELC Leadership</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>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • The school was awarded £31, 850 of Pupil Equity Funding this session. • The new PEF planning tool was used effectively to identify gaps for learners impacted by poverty, to plan and design interventions to support them and to gather evidence of the impact on their learning. • Nine priorities were planned and 80% of these priorities were fully achieved. • PEF was used effectively to recruit a PEF Lead to oversee all equity priorities across the school, to provide training for staff in literacy approaches and interventions and to fund two additional pupil support workers to help support the needs of identified learners. • Interventions this year have focused on increasing attendance, and addressing gaps in Literacy and Numeracy. Examples include small group Reading and Writing interventions, Maths recovery small group support, social skills and wellbeing groups and fine-motor skills groups. Our pupil support workers, have also supported some individual children with a ‘soft start’ each day, to promote attendance in school. <p>Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:</p> <ul style="list-style-type: none"> • <i>Almost all</i> (95%) of our identified children made progress in Reading and Writing as a result of the interventions that were put in place to support them. • 7 of our male pupils who were ‘off track’ in reading are now making age-expected progress and have subsequently, closed the attainment gap, on their peers. • 5% of track 2 learners in Talking and Listening (across the school) are now achieving in this area and are on track.

<p>☑ Performance Information</p>	<ul style="list-style-type: none"> • 100% of P1 learners now know 90% of their initial sounds and all of their stage 1 words. • 100% of P1 learners can now identify numerals, subitise and count to ten confidently • A group of our P4 PEF pupils were achieving a 35% success rate in using the core writing targets in their work, this is now at 70%. • <i>Most</i> (67%) of our Quintile 1 pupils and <i>most</i> (86%), of our Quintile 2 pupils reported as feeling safe and included in school and they were aware of how to make healthy choices to support their wellbeing. • We have carefully tracked the participation of our PEF children in our after-school club programme to ensure equity for all. Here is the percentage breakdown of the proportion of PEF pupils who attend our after school clubs. <p>-Football: 21% of pupils are PEF -Tennis: 31% of pupils are PEF -Netball: 31% of pupils are PEF -Expressive: Arts: 26% of pupils are PEF</p>
<p>ELC</p> <p>To use attainment (tracker) data to ensure that interventions to raise attainment, are evidence based and have the desired impact on learners.</p>	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Practitioners used the WLC early years Tracker to identify children who required more support in certain areas of the curriculum. • Child-centred groups, led by practitioners, were put in place to help children to develop in the areas where they need more support. These groups were flexible to meet children’s changing needs and based on children’s interests. • Our staff know their key children very well and offer 1-to-1, ad hoc, interventions, during play, to ensure that children continue to make progress in their learning. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • This session, the <i>majority</i> of our pre-school pupils (>75%), have made age-expected progress or above, in the majority of Curriculum outcomes at CFE Early Level; including in Literacy, Numeracy and Maths and Health and Wellbeing.

<p>3.</p>	<p>We have made very good progress.</p> <p>What did we do?</p>
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To improve children and young people's health & wellbeing

Our measurable outcome for session 2022/23 was to ensure that all (100%), pupils will benefit from a consistent approach to supporting mental, emotional and social wellbeing in all classrooms and across all contexts of learning.

NIF Driver(s):

- School and ELC Improvement.
- School and ELC Leadership
- Teacher and Practitioner Professionalism
- Parental Engagement
- Curriculum and Assessment
- Performance Information

- Through teacher collaboration, a consistent approach has been created to support wellbeing 'check ins' with all pupils from P1-7. This is a visual/digital poster which is child-friendly and accessible to all.
- Through staff collaboration, a consistent approach to supporting the emotional development and self-regulation of all learners, has been developed and is being used in all areas of the school.
- A family learning event was held in January 23 to support parents/carers to understand how we use the Incredible 5-point scale and Zones of Regulation to support pupil wellbeing.
- A family learning event was held in March 23 to help parents/carers to understand our enhanced approaches to 'Inclusive Classrooms' at Linlithgow PS.
- In May 23, we held a Family learning event to enable all families to be aware of how we use 'Trauma Informed Practice' to understand the needs of our pupils and the barriers that they might face.
- A consistent approach to the teaching of Mental, Emotional and Social Wellbeing has been established, and new resources purchased, to be used in all classes, across school.
- A new, Positive Relationships policy and Anti-Bullying policy were created in consultation with stakeholders; pupils, staff and parents/carers. These policies will continue to be embedded into the life and work of the school in session 2023-24
- A range of support groups and interventions have been put in place to support children, including our most vulnerable, to feel safe and happy in school and to make progress in their learning. These interventions include gardening/nurture group, supported and 'soft' starts, Lego Therapy etc. We have begun to measure these interventions to ensure that they are having a positive impact on learning.

Evidence indicates the impact is:

- *Almost all* children benefit from a clear process to monitor their wellbeing and to seek adult support in all classrooms at Linlithgow PS.
- *Almost all children* (90.96%) said in wellbeing questionnaires that they feel safe, included and in school and feel that they are supported to make healthy choices.
- There is a *more* consistent use around the language of 'wellbeing' i.e. the way that we discuss feelings and emotions with children and the associated coping strategies, from P1-P7.
- *The majority of* families are now more confident at supporting the wellbeing of pupils at home, making effective home/school links to do this.
- *Almost all children now* benefit from progressive, cohesive approaches to the teaching of Mental, Emotional, Social and Physical wellbeing in all stages of the school. Learning is beginning to be linked to the UNCRC, School Values and Wellbeing Indicators.

<p>ELC</p> <p>To further develop children's wellbeing through enhancement of the outdoor area and introduction of forest skills experiences.</p>	<p>We have made very good progress. What did we do?</p> <ul style="list-style-type: none"> • Two practitioners undertook Forest Kindergarten training and they have shared their learning with the rest of the team so that we now have 6 practitioners who are skilled in leading children in the outdoor environment. • As of this term, we have two forest kindergartens which run across sessions to provide access for all children. • Our indoor and outdoor areas have been enhanced to ensure that they are attractive, inviting and based on natural/open-ended play resources. • This session, staff have worked together to enhance the planning for the outdoor area each day, following children's interests. • A range of outdoor activities and visits in the local area have taken place this session to reflect national guidance e.g. litter picking, The Royal Ramble, Tour De France, transport themed walks, local area walks. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • <i>Almost all (>90%),</i> of our pupils benefit from high-quality play experiences, in the outdoor environment, on a daily and weekly basis in nursery, to boost wellbeing. • Floor book evidence, shows that <i>almost all</i> children make positive comments about being outdoors and how this makes them feel. • Practitioner observations of children at play, note that <i>almost all</i> of our children with ASN benefit from being in the outdoors.
<p>4.</p> <p>To improve employability skills, and sustained, positive school-leaver destinations for all young people</p> <p>Our measurable outcome for session 2022/23 was to ensure that the majority (50-60%) of learning experiences across school will be linked to our school values and The Career Standard, to</p>	<p>We have made good progress. What did we do?</p> <ul style="list-style-type: none"> • Our teachers worked with cluster colleagues to begin to explore the language of meta-skills, with the support of Skills Development Scotland. • We reviewed programmes of study in key areas, including aspects of Literacy and Health and Wellbeing, linking these to meta-skills and our school values. • Our P7 pupils took part in a Careers' Fayre, alongside our cluster schools in June, enabling them to explore aspects of the world of work, using community links. • Through a variety of CLPL, teaching staff were encouraged to make links to meta-skills and the Career Standard in all learning experiences from P1-P7. • Recent classroom observations show that <i>the majority</i> of teaching staff are now making links to meta-skills, in teaching experiences for the benefit of pupils. <p>Evidence indicates the impact is:</p>

<p>increase pupils' skills for learning, life and work.</p> <p>NIF Driver(s):</p> <p><input type="checkbox"/> School and ELC Improvement.</p> <p><input checked="" type="checkbox"/> School and ELC Leadership</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"> • <i>The majority of children (up to 74%), are now benefiting from an increased awareness of skills for learning, life and work, through the way that we make links during learning experiences.</i> • <i>The majority of our P7 pupils (up to 74%), are aware of career opportunities in our local and wider communities, upon leaving primary school.</i>
<p>ELC</p> <p>To further develop children's employability skills in the indoor and outdoor learning environments</p>	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • All play areas were further enhanced to ensure that they provided opportunities for creativity, innovation and to ignite children's curiosity. • Practitioners up-cycled 'real objects' to provide music play, investigation areas (indoors and outdoors), mark-making opportunities and activities that allow for sorting, organising, exploring, making, building, constructing. • This session, <i>almost all</i> pupils (>90%), have taken part in visits into the community to experience aspects of the world of work and experts have visited nursery to support children's learning. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • <i>All children</i> are given the opportunity to plan their play, take in part in experiences of their choosing and then through discussion and adult support, extend their learning. • <i>All children</i> are given time and space, to explore and be creative and innovative in their preferred play areas.

Attendance in school continues to remain high with the average percentage this year being **95.40%**. We have had no exclusions over the past session.

The school continues to develop very positive relationships with parents/carers and wider partners, for the benefit of pupils. We have a number of parents/carers who volunteer in the school on a regular or *ad hoc* basis to support children's learning. An active and highly effective Parent Council and parent fundraising group, support the work of the school. This session our fundraising group

held a very successful Xmas Fayre and Family Ceilidh which helped to bring our whole-school community together as well as raising funds for our school.

Our Wider Achievements this year have been:

- P7 residential trip to Lagganlia in August.
- Establishment of a monthly uniform "swap shop" for parent/carers to donate or pick up pre-loved school uniform. Introduction of Christmas Jumper Swap Shop event in December.
- Establishment of a Sharing Shelf, working in partnership with Fare Share, Neighbourly and local supermarkets, to provide food and household items to families who need it.
- Harvest Assembly and One World Picnic in September.
- Meet the Teacher event in September.
- P2B took part in the Voices of the World project, in conjunction with Dundee University.
- All P1-7 children took part in the Primary Engineer competition.
- Early Years STEM room resourced and timetabled for all P1-3 classes.
- Regular Stay and Play sessions for ELC parents.
- "Liaise with the Leadership" drop-in events for parents/carers throughout the year.
- P1 and P2 classes took part in 'Wee Story, Big Sound' workshops in the autumn term.
- Family Learning calendar of events throughout the year for parents/carers.
- FaST "Spooky Lane" event in October.
- End of Term Achievements Sway documents sent to parents/carers, also capturing external achievements.
- Many trips including:
 - P1 and P4 to Livingston to see a production of "The Little Iceberg" in September
 - P1 to Almond Valley in June
 - P2 and P3 to Linlithgow Library in November
 - P2 to the Riverside Museum Glasgow in May
 - P3 to Glasgow Science Centre in May
 - P4 to the Museum of Scotland in April and Linlithgow Loch in May
 - P5 to the Battle of Bannockburn in September and Hopetoun House in June
 - P6 on a guided Ranger walk in October and to the Scottish Parliament in May
 - P7 to Blair Drummond in June
- Selected P7 children taking part in West Lothian Cross Country Championships in November.
- Classroom door displays for Book Week Scotland in November.
- Selected P7 children representing LPS at the opening of the Stephen Gallacher Golf Centre for Excellence in November (as seen on STV news!).
- Generous donation to Poppyscotland through sale of poppies in school/ELC in November.
- Generous donation to Children in Need through sale of wristbands in school/ELC in November.
- Palace Guide presentation and performance to parents/carers in November.
- FaST Christmas Fair in December.
- P7 Enterprise event in December.
- Selected P5 children decorating the Christmas tree at St Ninian's Church in December.
- P5 classes at Christmas Unwrapped event at St Michael's Church in December, P6 classes at Cracking Easter event at St Michael's Church in April.
- P1 Nativity in school hall in December.
- Pantomime production of Snow White for full school in school hall in December.
- Christmas parties for all P1-7 classes and ELC in December.
- P3-7 Christmas Celebration performance for parents/carers in December.

- P4-7 children to the Christmas service at St Ninian's Church in December and the Easter service in March.
- House treats for winning house (e.g. ice cream van, tooty fruity treat, movie and ice cream afternoon).
- NYCOS sessions for P1, P2 and P4 children and taster sessions for P3 children.
- Programme of class assemblies throughout year, parents/carers invited.
- Establishment of Credit Union savings club in school, supported by West Lothian Credit Union.
- P7 Burns Supper in January.
- Parent focus group meeting in January to review anti-bullying and positive relationships policies.
- "Creative Scots" displays in school hall by P1-7 classes in January.
- P5 classes at Linlithgow Cluster Handball festival in January.
- P7 classes at Formula 1 event at Linlithgow Academy in February.
- Selected P7 children at Rotary Club of Linlithgow Grange quiz event, placed third overall.
- P2A litter pick in school grounds in February.
- Generation Science event for P2 and P3 classes in March.
- FaST Family Ceilidh event in school in March.
- Red Cross workshops for P6 and P7 classes in March.
- 2 P6 teams at the West Lothian heat of Euroquiz 2023 in March, both teams placed in the top 10.
- All classes took part in the Sustrans Big Walk and Wheel 2023, encouraging active travel to school each day.
- P5 residential trip to Lockerbie in March.
- Pupil Voice Committees running for all P1-7 children from March.
- Dress down and reading event for P1-7 classes in school Hall for World Book Day in March.
- Generous donation to Comic Relief through the sale of red pencils in school in March.
- P1-7 Easter Parade event in March.
- P7 rugby taster sessions with Linlithgow Rugby Club, starting in April.
- Premier Football sessions for ELC children, starting in April.
- P6 and P7 handball taster sessions, starting in April.
- Junior Choir sessions for children in P1-3, starting in April.
- Introduction of a school song, written by Ms Graham.
- Successful Nursery, P1 and P2 sponsored "Royal Ramble" in May to raise funds for infant playground toys/games.
- Nursery - P1 transition events starting in May, with opportunities to visit the P1 learning areas in school, take part in classroom experiences and to spend time with their peers and teachers.
- P6 classes at Linlithgow Cross Country Festival at Linlithgow Peel in May.
- Author visit for P5 classes as part of West Lothian Schools Book Festival in May.
- Selected P5 and P6 children working with Burgh Beautiful.
- Health Week for all classes and ELC in May, Sports Day in June.
- P6 and P7 production of Bugsy Malone in June over two evenings.
- Shared Finish events in June, parents/carers invited in to classroom at end of school day.
- P6 classes at the Crying of the Marches event in June.
- P7 classes at various Linlithgow Academy S1 transition events, including a 3 day visit in June.
- P7 Leavers Ceremony event in June.
- Biscuit and Blether sessions.
- Many after school clubs including:

- P6/7 Basketball team (Linlithgow Bucks) in finals of West Lothian Wolves basketball league.
- P6/P7 Chess Club prizegiving event in April.
- P5-7 Choir Christmas video on West Lothian Council website and many visits to local care homes in December.
- P2-4 and P5/6 Tennis Club sessions
- P5-7 Winter Art and P3/4 Spring Art Clubs
- P4-7 Ukulele Club
- P6/7 Football Club with 2 teams in the Linlithgow Schools P5-P7 Football League, 3 teams in the George Allan Memorial Football Festival in May and the Round Table Football Tournament in June.
- P1-3 and P4/5 Football Clubs
- P6/7 Netball Club with team taking part in Linlithgow Schools P5-P7 Netball League games.
- RRS Bronze Award.

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

1.3 Leadership of Change	Good
2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equality and inclusion	Good
3.2 Raising attainment and achievement	Good

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

1.3 Leadership of change	Good
2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equality and inclusion	Good
3.2 Securing children's progress	Good

+Delete if not relevant

*(Indicators used in How good is our School? 4th Edition, Education Scotland 2015 and How Good is Our Early Learning and Childcare? 2016)