

# Linlithgow Primary School and ELC



# PROGRESS REPORT FOR SESSION 2023/24

(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 north-west 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 2023-24 the school had a school roll of 356 primary children, with a further 79 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 specialist teaching in Physical Education and Expressive Arts. 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 2023/24, what the impact has been and what our next steps will be to continue to address these priorities in session 2024/25.

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 2023/24 was to ensure that <i>all</i> children receive high-quality learning experiences in Numeracy and Mathematics in order to raise attainment and achievement.</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 <b>Very Good</b> progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> <li>• A staff working group was established to audit approaches to the teaching of Numeracy and Maths and to plan next steps.</li> <li>• Through effective staff training and collaboration, staff increased their range of teaching approaches in Numeracy and Maths such as 'Number Talks, 'Concrete, Pictorial, Abstract' and 'Building Thinking Classrooms'. All staff implemented these teaching approaches into their classrooms for the benefit of children.</li> <li>• 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.</li> <li>• Shared standards and expectations were established around, 'What makes a high quality Numeracy and Maths lesson,' in our school.</li> <li>• New resources were published including Heinemann Active Maths text books as well as a range of concrete materials and mathematical equipment.</li> </ul> <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> <li>• At all stages of the school (P1-P7), <i>most</i> of our children (75-90%) are making the required progress in Numeracy and Maths.</li> <li>• Observations of Numeracy and Maths lessons show that <i>all</i> staff are more aware of how to plan engaging lessons that stimulate children's thinking.</li> <li>• In <i>most</i> pupil learning conversations, pupils can talk about different strategies that they can use to solve a mathematical problem.</li> </ul>
<p>ELC</p> <p>Through the effective use of our spaces, resources and interactions, children will make continued progress in Numeracy and Maths, across the Early Level.</p>	<p>We have made <b>Very Good</b> progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> <li>• <i>All</i> practitioners engaged in a wide variety of CLPL activities to further their understanding of how to develop children's early number skills e.g. Numicon and Cuisenaire training.</li> <li>• Our planning for Numeracy and Maths learning was enhanced to ensure that there are rich play opportunities and high-quality interactions to support mathematical understanding.</li> <li>• All practitioners engaged in moderation activities to enable them to make confident and accurate judgements about children's progress in Numeracy and Maths.</li> <li>• Practitioners created effective interventions to provide further support to children who needed it, in Numeracy and Maths.</li> </ul>

	<p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> <li>• Our ELC pupil progress tracker shows that <i>most</i> (75-90%) of our children are making age-expected progress in their early numeracy and maths skills by the time they enter Primary 1.</li> <li>• A few children who need who need more support in Numeracy and Maths are being supported, by a range of interventions, to close any gaps in their knowledge and understanding, enabling them to make increased progress.</li> <li>• A few children are given additional challenge in Numeracy and Maths through staff questioning, additional resources and targeted experiences.</li> </ul>
<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 we provide a range of targeted support interventions for identified pupils at the P4 and P5 stages, including groups of boys, to close the poverty-related attainment gap.</p> <p>Most of these identified pupils in P4 and P5 (85%), will make the required progress in Literacy, Numeracy and Maths by June 2024.</p> <p><b>NIF Driver(s):</b></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>We have made <b>Very Good</b> progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> <li>• The school was awarded £31,850 of Pupil Equity Funding this session.</li> <li>• 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.</li> <li>• Nine priorities were planned and almost all of these priorities were fully achieved.</li> <li>• PEF was used effectively to provide a PEF Lead to oversee all equity priorities across the school, and to fund two additional pupil support workers to help support the needs of identified learners.</li> <li>• Interventions this year have focused on increasing attendance, boosting pupil wellbeing 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.</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>• <i>Almost all</i> our identified children made progress, at their own level, in Reading and Writing as a result of interventions that were in place to support them.</li> <li>• Almost all (97%) learners in Talking and Listening (across the school), are achieving in this area and are on track.</li> <li>• 90% of P1 learners now know 90% of their initial sounds and all of their stage 1 words.</li> <li>• 95% of P1 learners can now identify numerals, subitise and count to ten confidently.</li> <li>• <i>Most</i> (85%) of our P4 PEF pupils are now on track with their writing and are achieving using the core writing targets in their work.</li> </ul>

<p>☑Curriculum and Assessment</p> <p>☑Performance Information</p>	<ul style="list-style-type: none"> <li>• All our Quintile 1 pupils reported as feeling safe and included, <i>most</i> (89%) of our Quintile 2 pupils reported feeling safe and included in school, they are aware of making healthy choices to support their wellbeing.</li> </ul> <p>We have carefully tracked the participation of our PEF children in our extra-school club programme to ensure equity for all. Here are the percentage breakdowns of the proportion of PEF pupils who attend our extra-curriculum clubs.</p> <p>Choir: 13% attending are Q1  Tennis: 10% attending are Q1  Rugby: 7% attending are Q1  Story Club: 100% attending are Q1</p> <p>Choir: 20% attending are Q2/Hidden Poverty  Basketball: 17% attending are Q2/Hidden Poverty  Craft (P1-4): 26% attending are Q2/Hidden Poverty  Netball (P4-P5): 14% attending are Q2/Hidden Poverty  Craft (P5-6): 25% attending are Q2/Hidden Poverty  Football: 16% attending are Q2/Hidden Poverty  Chess: 11% attending are Q2/Hidden Poverty  Netball (P6-7): 17% attending are Q2/Hidden Poverty  Rugby: 13% attending are Q2/Hidden Poverty</p>
<p>ELC</p> <p>The majority of our children (&gt;75%) will make age-appropriate progress in all areas of the West Lothian Council, ELC Progress Tracker, by the end of their pre-school year</p>	<p>We have made <b>Very Good</b> progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> <li>• Practitioners used the WLC Early Years Tracker to identify children who required more support in Literacy, Numeracy and Maths and Health and Wellbeing.</li> <li>• 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 to respond to their interests.</li> <li>• Our staff know their key children very well and offer 1-to-1, ad hoc, interventions, during play, to ensure that children are fully supported and continue to make progress in their learning.</li> </ul> <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> <li>• This session, <i>most</i> of our pre-school pupils (75-90%), have made age-expected progress or above, in all of the Curriculum outcomes at CFE Early Level; including in Literacy, Numeracy and Maths and Health and Wellbeing.</li> </ul>
<p>3.</p>	<p>We have made <b>good</b> progress.</p>

To improve children and young people's health & wellbeing

Our measurable outcome for session 2022/23 was to ensure that all children (100%), feel that they are achieving success in school and out with, as a way to boost self-esteem, motivation and overall wellbeing.

**NIF Driver(s):**

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

**What did we do?**

- Our Positive Relationships policy and Anti-Bullying policy (created in session 2022-23) were embedded in the life and work of the school this session, for the wellbeing of all.
- Further work has been done to embed our school value of 'Growth Mindset'. Pupil-led assemblies have been undertaken on 'the power of yet' and 'the learning pit'. Initiatives such as 'Mindset Monday' have allowed all children to practice the skills recognised with a growth mindset, in all classrooms.
- In learning conversations, and through activities such as 'Biscuit and Bletter' pupils talk about the fact that having a growth mindset helps them to persevere on challenging tasks in class.
- A range of support groups and interventions continue to be put in place to boost children's wellbeing and help them to feel happy, safe and included in school. including our most vulnerable, to feel safe and happy in school and to make progress in their learning. These interventions include gardening/nurture/eco groups and supported, 'soft' starts to the school day. We measure the success of interventions to ensure that they are having a positive impact on children's learning.
- All of our staff were trained in Trauma Informed Practice and our parents benefited from a Family Learning experience on this topic, to help our school community to support those affected by trauma.
- Our extra-curriculum, school excursion and school residential programmes were carefully constructed this year to ensure that children had a chance to achieve across the 4 capacities of Curriculum for Excellence, these are Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors.
- We continue to celebrate children's achievements through the following: monthly features in newsletters, weekly use of social media platform, bi-annual 'achievement' SWAYs, certificates and rewards in assembly, House points and House treats.
- Our teaching staff benefited from CLPL and moderation activities around pupil feedback, to ensure that children are given the information that they need before, during and after learning activities, to help them to make progress.
- A four-part lesson structure is now used by teaching staff, in all classrooms to ensure that there is a consistency in the quality of the lessons that we deliver, to enable children to achieve success.
- A staff working group have explored an effective system to reinvigorate our approaches towards pupil profiling and this will benefit all pupils from August 2024 onwards.

**Evidence indicates the impact is:**

- Almost all children (91.24%), report on their termly Health and Wellbeing questionnaire's that they feel like they are achieving in school. This percentage has increased over the session by around 10% and as a result of the work that we have done to encourage pupils to have a 'growth mindset'.

	<ul style="list-style-type: none"> <li>• A few children who report concerns around their achievements in school, are supported through one-trusted adult conversation and other small group or 1-to-1 interventions.</li> </ul>
<p>ELC</p> <p>Through effective pupil leadership, we will encourage all of our children (100%), to be independent, healthy and confident individuals and to recognise their own talents and gifts.</p>	<p>We have made <b>very good</b> progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> <li>• Pupil leadership groups were set up in response to children’s interests and to help children to lead aspects of our nursery routine. These are: ‘Dustbuster’s group, Munch Bunch group, Wellbeing Warriors and The Green Team.</li> <li>• Practitioners continue to embed our nursery values of ‘kind, nurtured, opportunity and wellbeing,’ into all learning experiences, to help children to care for themselves and each other.</li> </ul> <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> <li>• <i>Almost all</i> (&gt;90%), of our pupils benefit from taking on a leadership role where they can share their ideas and support the effective running of the nursery.</li> <li>• Our documentation of learning both online (Seesaw) and through our floor books and displays, showcases children’s photos and comments as they undertake their leadership roles. Children speak positively about their different leadership roles and why these matter to them.</li> <li>• Our documentation of learning shows that children understand and can talk about how to care for themselves and others. Children can talk about things that they are good at and things that they enjoy.</li> <li>• Practitioner observations of children at play, note that <i>almost all</i> children have the skills to lead play and learning experiences, whilst following their interests.</li> </ul>
<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 we develop a range of meta-skills in our pupils, through a wide range of community partnerships, as we continue to re-fresh aspects of our school curriculum.</p>	<p>We have made <b>Very Good</b> progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> <li>• Our teachers worked with cluster colleagues to further to explore the language and use of meta-skills and how to link this to learning experiences in all stages of the school.</li> <li>• Teaching staff began to make links in their planning to meta-skills to ensure that lessons provide opportunities for children to develop and use these.</li> <li>• Our range of community partners has continued to grow, with children being provided with enhanced opportunities this year, to learn different skills for work.</li> </ul> <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> <li>• Recent classroom observations show that <i>almost all</i> teaching staff are now making links to meta-skills, in teaching experiences for the benefit of pupils. Children can talk about the different meta-skills and relate these to the world of work, providing valid examples.</li> </ul>



<p>Almost all children across school will be able to discuss meta-skills and apply them to their learning experiences, across school, by June 2024.</p> <p><b>NIF Driver(s):</b></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"> <li>• <i>All children</i> benefit from a wide-range of experiences and opportunities, provided by a range of partnership links. Children use these opportunities to learn new skills and extend existing ones.</li> </ul>
<p>ELC</p> <p>Most children (&gt;75%), will be confident and skilled in the use of digital technologies, to drive and enhance their play, discovery and learning.</p>	<p>We have made <b>very good</b> progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> <li>• Staff undertook an audit of our use of technologies and a range of new technologies were purchased for pupil use. These included: a digital microscope, taking pegs, a light box and light boards, torches and metal detectors.</li> <li>• Staff carefully considered the use of spaces and interactions when planning digital learning experiences. This has helped to ignite children’s curiosity around technologies and to deepen their understanding of the different ways that tools can be used.</li> <li>• Staff help children to link their use of technologies to the world of work and to jobs that people do.</li> </ul> <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> <li>• <i>All children</i> are given the time and space and support that they need, to explore technologies and to use them creatively and innovatively, for different purposes.</li> <li>• <i>Most children</i> are aware of different jobs that people do and how technologies can help them.</li> </ul>

Attendance in school continues to remain high with the overall percentage this year being **95%**. Encouragingly, our attendance has improved since session 2022-23 and we will endeavour to continue this positive trend, into session 2024-25. We have had 4 exclusions over the past session. We continue to

support all pupils to adhere to our Positive Relationships and Anti-bullying policies and to promote the need to treat others with kindness and respect.

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 'Spooky Lane', Family Ceilidh, school discos and Spring Fair, which helped to bring our whole-school community together as well as raising funds for our school.

### **Our Wider Achievements this year have been:**

- Introduction of West Lothian Credit Union savings club
- UNCRC, Rights Respecting Schools: Silver Award
- 'Disability, Confident Committed' recognition, for school and nursery
- Palace Guide training and performance for parents/carers, supported by Illuminate UK and Historic Environment Scotland
- Monthly uniform 'Swap Shop' and Christmas jumper 'Swap Shop'
- Monthly 'Biscuit and Bletcher' sessions
- P6 outdoor activity sessions with Xcite Linlithgow
- Financial education workshops for all P1-7 classes, supported by Lloyds/TSB
- Mrs McCluckie (PSW), winner of Westport Vets EPiC award
- Family Learning presentations for parents/carers including:
  - Trauma informed practice
  - Supporting children to achieve
  - Meta-skills
- Selected P7 pupils at West Lothian Cross Country Championships
- After school clubs including:
  - P5-7 Choir, including Christmas video recording for WLC website and visit to local care home
  - P5-7 Glee, including a performance at the Scottish Primary Schools Glee Challenge, Alhambra Theatre Dunfermline
  - P6/7 Chess
  - P4/5 Netball
  - P6/7 Netball, including participation in Linlithgow cluster netball tournament
  - P6/7 Football, including participation in Linlithgow cluster football league, George Allan tournament and Round Table tournament
  - P6/7 Basketball, including participation in West Lothian Wolves Primary School Basketball League
  - P1-3 Craft
  - P2/3 Scratch/Animation
  - P4-7 Ukulele
  - P3-5 Tennis
  - P4-6 Craft
  - P4-5 Football
  - P5-7 Hockey
  - P1-7 Gala Day Gang
- Donation of food to West Lothian foodbank following Harvest Assembly
- 'Read together' sessions for parents/carers as part of our Family Learning Programme.

- Pupil voice committee groups for all pupils:
  - P4-7:
    - Rights Respecting Schools (RRS) / UN Convention on the Rights of the Child (UNCRC)
    - Eco
    - Digital Leaders
    - 1 + 2 Languages
    - Reading Ambassadors
    - Sports Leaders
    - STEM
  - P1-3:
    - Play
    - STEM
    - Eco / Gardening
    - Expressive Arts
    - Road Safety
- Rights Respecting Schools (RRS) / UN Convention on the Rights of the Child (UNCRC)
- Author events for P4/5 (Martin Stewart), P6/7 (Matt Goodfellow), P3/4 (Patience Agbabi)
- Parent focus group - curriculum design
- Pupil social enterprise group, participation in Social Enterprise Schools WL Dragons Den event, introduction of LPS Blether Cafe, winner of Social Enterprise Academy award
- School trips including:
  - P7 to Risk Factory, Edinburgh
  - P1 and P2 to National Museum of Scotland, Edinburgh
  - P4 to Museum on the Mound, Edinburgh
  - P1 and P2 to Linlithgow Library (Book Week Scotland)
  - P5 to the Battle of Bannockburn centre
  - P4 to Linlithgow Tool Library
  - P6 to Pets at Home Linlithgow
  - P6 to Deep Sea World
  - P3 to Glasgow Science Centre
  - P4 to Linlithgow Loch
  - P5 to Dynamic Earth, Edinburgh
  - P7 to Blair Drummond Safari Park
- P7 participation in F1 in Schools UK challenge at Linlithgow Academy
- P1-7 numeracy and maths workshop in school for parents/carers
- Residential trips:
  - P5 to Lockerbie Manor
  - P7 to Lagganlia Centre for Outdoor Education
- Fundraising in school for Children in Need, PoppyScotland and Comic Relief
- Taekwondo taster sessions in school for all pupils, supported by UKTC Scotland
- Participation in events run by Linlithgow Churches:
  - P5 to Christmas Unwrapped event
  - P6 to Cracking Easter event
- P4-7 classes at Christmas and Easter services at St Ninian's Church
- Christmas Celebration end of term performance for parents/carers
- Handball taster sessions for P6 and P7
- Participation in the Festival of Christmas Trees at St Michael's Church
- Infant Nativity performance for parents/carers
- M&M Theatrical Productions pantomime performance in school for all pupils

- NYCoS sessions for P4 classes
- Visit from Siobhian Brown MSP, with Scots Language Centre, for Burns Week
- P7 Burns Supper
- P5 classes at cluster Handball Festival at Linlithgow Academy
- Artistic Rhythm workshops for P5 classes
- Roots of Empathy workshops for P5 classes
- Rugby taster sessions for P4 classes at Linlithgow Rugby Club
- Royal Institution Science in Schools workshops for all pupils, evening performance for parents/carers
- Winning team at P7 Rotary Quiz event, participation in regional final
- Bikeability sessions for P4 pupils
- Full school participation in Sustrans Big Walk and Wheel Challenge
- Daffodil Tea for P1-7 elderly relatives
- Selected P6 pupils (3 teams) at WL heat of Euroquiz 2024
- P1-7 family Easter Egg hunt in school grounds
- Participation in local competitions including:
  - Rotary Essay writing competition
  - Westport Vets Christmas and Easter competitions
  - Round Table Marches Magazine competition
- Athletics taster sessions for all pupils, supported by Linlithgow Athletics Club
- P6/7 classes participation in Scottish Opera workshop and performance for parents/carers
- Generation Science shows in school for P3 and P4 classes
- P5 swimming assessments at Xcite Linlithgow
- Rugby taster sessions for P7 classes, supported by Linlithgow Rugby Club
- Parent Fundraising and Social Team events in school for pupils and parents/carers including:
  - Spooky Lane Halloween event
  - Family Ceilidh
  - Spring Fair
  - Parent/carers Biscuit and Blether session
  - Linlithgow Gala Day
- Karate taster sessions for all pupils, supported by Doteki Karate
- P6 pupils at cluster Linlithgow Cross Country Festival
- Introduction of Neurodivergent Learner, Parent Support Group
- LPS Health Week, including Sports Day
- P7 classes to cluster Linlithgow Rugby Festival
- Selected children at Linlithgow cluster ski events, Polmonthill Ski Centre
- P7-S1 transition events for P7 pupils, including 3-day transition event and cluster Careers Fair
- Nursery-P1 transition events for pre-school pupils, including transition afternoon and sample lunch
- Selected P5 pupils at WLC Young Leaders of Learning event, Sinclair Academy
- P7 quiz team winners of Linlithgow and Lothian Rotary Quiz heats, participation in Central Scotland area final

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

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

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

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

+Delete if not relevant

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