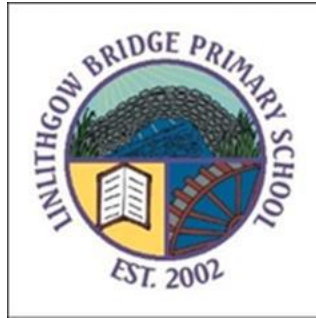


Linlithgow Bridge Primary School and Early Learning and Childcare Setting



PROGRESS REPORT FOR SESSION 2024/25

(Standards & Quality Report)

**East Mill Road
LINLITHGOW
EH49 7PB**

ABOUT OUR SCHOOL

Linlithgow Bridge Primary School is a non-denominational school serving the northwest side of Linlithgow, West Lothian with a roll of 201 children. Currently 28 children attend ELC with varying attendance patterns - full day basis; morning only and afternoon only. We have a number of children who come from out with the catchment area. Currently our Free Meal Entitlement is 8%.

The school has 8 classes (2024/25) with 13 class teachers, 1 full-time Principal Teacher, who has remit as Support for Learning Teacher, and 1 Head Teacher. The school benefits from the support of teachers with specialism in PE and in STEM.

Tuition in Brass and Strings can be provided for children from P5 to P7.

Our ELC is staffed by 1 EYO (a job-share post) supported by 5 Early Years Practitioners who work different patterns.

The school is well supported by a team of Pupil Support Workers who assist pupils in their learning. Office support is provided by one Administrative Assistant and one Clerical Assistant.

The school runs a very successful Breakfast Club which is well attended by many of the children.

We have a long established and fully supportive Parent Council and Parent Council Fundraising Committee, who are very active in school. Parents are very supportive of the school and expectations are high.

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 2024/25 was to raise attainment for all, particularly in literacy and numeracy while also fostering increased pupil curiosity and engagement using consistent approaches across our school.</p> <p>NIF Driver(s):</p> <p><input type="checkbox"/>School and ELC Improvement. <input checked="" type="checkbox"/>School and ELC Leadership <input checked="" type="checkbox"/>Teacher and Practitioner Professionalism <input checked="" type="checkbox"/>Parental Engagement <input checked="" type="checkbox"/>Curriculum and Assessment <input checked="" type="checkbox"/>Performance Information</p>	<p>We have made good progress. What did we do?</p> <ul style="list-style-type: none"> • We have made good progress this session in our work on our 3 year strategy plans in literacy and numeracy • In literacy we have embedded our approaches to writing through the use of Phonics International and Spaghetti Writing. Both are now used consistently across the school. • We have developed our focus on Reading to establish a reading culture within our school. Our reading ambassadors and Mini-Champs have represented our school at authority level. We have introduced a lending library and have shared our work widely at sharing assemblies. • All staff have participated in training for the “Building Thinking Classrooms” approach to problem solving. This has involved cascade training by the Lead Learner. Already we can evidence improved conditions for deep mathematical thinking and learning within our classrooms. Staff have used this opportunity to engage in research around the pedagogy to inform their practice. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Attainment in Writing and Reading is very high across the school. In 2 classes we have 100% attainment in combined literacy. • Pupil engagement is consistently high in literacy and numeracy. This shows that pupils are curious learners and highly engaged in their learning. We are proud of the reading culture we have established, and await recognition as a gold Reading School. • Quality assurance visits by SLT, by VSE team and through peer observations highlighted the very high levels of pupil engagement in learning. This is further evidenced in learning conversations with pupils. • In our classrooms, particularly in Building Thinking Classrooms work, we now see a higher level of learner-led thinking and learning which is enhancing pupil experience. Through professional dialogue with staff, we can evidence the impact on this approach in other curricular areas. • 100% of pupils reported they are getting on well with school work. 95% of parents are satisfied with the work of our school.
<p>ELC</p>	<ul style="list-style-type: none"> • Staff took part in training on the triangulation of evidence so that all staff became more secure with this. Staff were involved in regular tracking meetings to support planning. • Staff were involved in Professional Learning opportunities in line with our SIP which included Provocations and Children’s active use of floor books to record children’s ideas thoughts and feelings. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Excellence and Equity Data has shown an increase in the areas of mark-making and subitising. By the end of the N5 year, 90% of pupils are now able to preserve and complete tasks.

<p>2.</p> <p>To close the attainment gap between the most and least disadvantaged children</p> <p>Our measurable outcome for session 2024/25 was to tackle the poverty related attainment gap by employing a Pupil Support Worker to work on carefully planned interventions with identified children</p> <p>NIF Driver(s):</p> <p><input type="checkbox"/> School and ELC Improvement. <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information</p>	<p>We have made very good progress. What did we do?</p> <p>The school was awarded £6,480 of Pupil Equity Funding (PEF) 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. 5 priorities were planned and 60% of these priorities were fully achieved with 40% making good progress. PEF was used effectively to fund one additional pupil support worker to help support the needs of identified learners. Interventions this year have focused on addressing gaps in literacy and supporting pupil health and wellbeing. Examples include the introduction of a nurture group, Lego Therapy, Drawing & Talking therapy, the use of Word Wasp and Fresh Start interventions with identified pupils, and over - learning opportunities for identified pupils.</p> <p>Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:</p> <ul style="list-style-type: none"> • Through targeted intervention all children have now made progress particularly regarding accuracy and comprehension, reflected in YARC scores. • All children are making progress and almost all are now on track in learning. • Specific assessments have allowed us to deepen our knowledge of gaps in pupils' learning to inform our interventions planning. • Through our Health & Wellbeing interventions, we can evidence an increase of at least 0.5 in Leuven Scale, in some cases as high as 1.5.
<p>ELC</p>	<ul style="list-style-type: none"> • We have created opportunities to get to know our families and identify any areas of required support. Parents are positively encouraged to engage with the life of the nursery through – SEESAW, consultative planning wall, parental questionnaires, for 'Stay and Play' Sessions, 'Cup-A-Chat' and informal gate discussions. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • We have been able to identify any families or children requiring support.

<p>3.</p> <p>To improve children and young people's health & wellbeing</p>	<p>We have made very good progress. What did we do?</p> <ul style="list-style-type: none"> • Following consultation with our school community, we have introduced a new Positive Relationships policy which includes an Anti-Bullying statement
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<p>Our measurable outcome for session 2024/25 was to – make improvements in all children and young people’s wellbeing: Further develop our approaches to QI 3.1 to ensure a share understanding of wellbeing as a prerequisite to the child’s ability to learn and to succeed.</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"> • Awareness has been raised within our school community of West Lothian Children and Young Person’s Mental Health Pathways. This has been done through assemblies and use of publicity materials. • We have made good progress with our Family Learning programme offer around health and wellbeing. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • All members of our school community have clear and consistent guidance on how to manage relationships within school. • 84% of parents and 75% of pupils report that bullying is dealt with effectively in school. We are confident these figures will rise as we continue to embed our policy. • Children and staff are aware of the support which is available for mental health and wellbeing. 97% of children are aware they have a trusted adult and know where to go if they feel upset or worried. • Almost all families have attended Family learning opportunities in school this year. This has ranged from Family Yoga sessions to Christmas Carol concerts. Attendance at Family Learning events, Shared Start and Finish sessions has been very high.
<p>ELC</p>	<ul style="list-style-type: none"> • Children learned about SIMOA and the importance of staying safe. SIMOA comes on walks out with the ELC on return to the nursery children reflect on how they have kept themselves safe on their outing. • Weekly check-ins support all practitioners understanding of Care Plan Updates. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • The impact of this is that our children are now confidently able to recognise any risk they see when out and about with SIMOA. • Regular monitoring of Care Plans told us that Care Plans were being updated effectively.
<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 2024/25 was to provide all learners with the opportunity to take part in the school decision making process. Digital literacy was planned as a</p>	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • We have refreshed our structure for pupil voice in the life and work of the school. Our decision making groups now lead regular Sharing Assemblies to promote the work of the whole school. • Our pupil leadership programme now includes Play leaders and an Executive Committee • In line with all Scottish schools, we now have a digital solution for our profiling system using My World of Work (P4 – 7) and SeeSaw (P1 – 3). Staff have benefited from training and guidance on organising and managing learning conversations within our classrooms • We have progressed our 3 year working group plan (Eco, Careers Education, Outdoor Education, STEAM). This session we have

<p>consistent theme in all our improvement work.</p> <p>NIF Driver(s):</p> <p><input type="checkbox"/> School and ELC Improvement. <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information</p>	<p>focused on embedding digital literacy across all areas of our development work.</p> <ul style="list-style-type: none"> • Staff have engaged in Practitioner Enquiry to enhance their expertise in use of digital tools and pedagogies within their classrooms • We have reviewed and embedded our revised approaches to planning in IDL <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • All pupils across the school have an understanding of the work of our different committees, and have an opportunity to provide an opinion. • We are working towards a robust system for learning conversations within our classrooms • Digital literacy has improved across our school with staff reporting increased levels of confidence. We hope to be awarded the Schools' Digital Award before the start of next session.
<p>ELC</p>	<ul style="list-style-type: none"> • Our Future Leaders Programme is embedded enabling our children to have a clearer understanding of real life jobs. • All Our ELC practitioners continue to engage with the DYW. The children are shown the links to the wider world through quality interactions, real life resources and stickers that explain what jobs they could do that can be further discussed at home. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • In the parent's floor book parents provide positive feedback that they continue to feel confident with their children using real tools • The children's voice shows an increase in engagement with the links their activities have to jobs in the wider world.

School attendance rate for Session 2024 – 25 is high at 96%, a constant level from Session 2023 – 24. We have had no exclusions.

We consult effectively with parents and other stakeholders during the school year in a systematic way. Feedback supports our self-evaluation processes and informs both improvement planning and also reporting on school performance.

Parents are welcomed into school for regular Shared Start / Shared Finish sessions, for school events including Sports Days, shows, class assemblies and musical showcases.

Our Parent Council also organise regular events in school, and work with us to raise money to enhance the pupil experience in our school.

Our Wider Achievements this year have been:

- Linlithgow Bridge Primary School was the first school in Scotland to be presented with a certificate of achievement recognising our 10th Green Flag Award as part of the Eco-Schools Scotland programme.
- A group of our P6 learners represented West Lothian Council at the final of Euroquiz 2025 in Edinburgh
- Our school football team was very successful in Active Schools tournaments, and in the local George Allan and Round Table tournaments
- Our Health & Wellbeing, Literacy & Numeracy Mini Champs participated in authority – led meetings to share good practice
- One of our senior pupils was the winner of the Rotary Club Writing competition
- Our school walked in the local Gala Day, with a high number of families taking part. Two of our pupils represented the school at “Linlithgow’s got Talent 2025”.
- In the Primary Engineering Competition one of our pupils was Highly Commended and attended the award ceremony at Edinburgh University; 27 achieved Distinction and were shortlisted; another 26 achieved Distinction and 94 achieved a Merit award.
- Our Netball team performed well at Active Schools tournaments.
- We held a very successful Sports Day with a high level of parental participation.
- Several of our pupils were recognised as competition winners in the Marches magazine competition
- Our P7 class excelled In the Scottish Schools Primary Regional Final of F1. We were awarded 3 trophies – Best Presentation, Fastest Trigger Time and Best Pit Display.
- One of our P7 pupils was a winner in the Rotary Club Black Bitch Trophy competition
- We held two very successful and well-attended concerts – one at Christmas and one at summer to raise money for school funds. One of our performances was a community event.

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	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? 4th Edition, Education Scotland 2015 and How Good is Our Early Learning and Childcare? 2016)