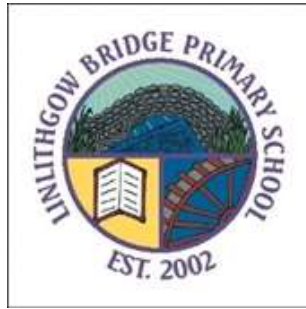


# **Linlithgow Bridge Primary**



## **PROGRESS REPORT FOR SESSION 2019/20**

**(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 187 primary children and currently a 30/30 nursery. We have a number of children who come from out with the catchment area. Currently our Free Meal Entitlement is 5%.

The school has 7 classes (2019/20) with 10 class teachers, 2 part-time Principal Teachers, a Support for Learning Teacher and Head Teacher. The school benefits from in-house Music and P.E specialists. Tuition in Brass and Strings can be provided for children from P5 to P7. Our nursery is staffed by 1 EYO supported by 3 nursery nurses. The school is well supported by a team of Pupil Support Workers who assist pupils in their learning. Clerical 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 and what the impact has been. Our report recognises that we entered a period of school closures in March 2020, and therefore our report reflects the progress made until that time, but will also reference any significant steps taken during the period of school closures. Our future improvement priorities will be identified in our school's recovery improvement plan, which will respond to the national and local advice on the reopening of schools.

We have 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 evaluated our overall provision using quality indicators (QIs) in How Good is our School4? (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.

## Our Curriculum Rationale (refreshed November 2020)



Parents are involved in the sharing of and the evaluating of the School Improvement Plan and the school works closely with the Parent Council. The school has regular focus groups and the children have regular opportunities to share their learning with their parents and carers. The school has high attendance and no exclusions.

PRIORITY	HOW DID WE DO?
<p>1.</p> <p>To raise attainment, especially in literacy and numeracy</p> <p>Our measurable outcome for session 2019/20 was to ...</p> <p>All pupils will experience high quality learning and teaching in all classrooms, by engaging practitioners in supported professional learning.</p> <p>.</p> <p>NIF Driver(s):</p> <p>School Improvement</p> <p>School Leadership</p> <p>Teacher Professionalism</p> <p>Assessment of Children's Progress</p>	<p>We have made good progress across P1-P7 and very good progress in the Nursery Class.(ELC)</p> <p>What did we do?</p> <ul style="list-style-type: none"> <li>• Staff had clear guidance from SLT for improvement in learning and teaching.</li> <li>• SLT have worked with all staff and pupils in improving the learning environment and developing consistency in learning experiences.</li> <li>• All staff have worked to establish consistent approaches to help support children's wellbeing and embed the school values.</li> <li>• In ELC staff continue to develop opportunities for children to share their learning Journals with peer group and enable children to discuss their learning and achievements.</li> <li>• There is a culture of high expectation from all staff, partners and stakeholders who are ambitious and expect high levels of attainment and achievement for all learners.</li> <li>• Staff have worked to ensure the children know the purpose of their learning and to involve learners in evaluating their own progress and identifying next steps.</li> <li>• There is strong commitment from staff to professional learning based upon our high expectations for our learners and learning and teaching approaches were evaluated and areas identified for change.</li> <li>• Focus on literacy reflected across within the four contexts of learning has been developing through planning and evaluating practice.</li> <li>• ELC staff continued to embed Froebel practice through their quality interactions</li> <li>• Literacy and Numeracy working walls and areas have been established and used in all classrooms.</li> <li>• ELC continued to enhance numeracy within provisions across setting</li> <li>• Embed number talks across the school to improve understanding of numerical strategies</li> </ul> <p><b><u>Evidence indicates the impact is:</u></b></p> <ul style="list-style-type: none"> <li>• Core skills in literacy and numeracy are well taught this was validated within the Authority VSE process...</li> <li>• Teachers report learners are engaged in classes due to clear explanations, instructions and skilled questioning</li> <li>• In some classes the questioning is now highly effective and the increased pupil engagement observed.</li> <li>• Many learners are now using higher order thinking skills as it has been a focus for staff development and is beginning to impact on learners in classes.</li> <li>• Learners sampled across the school all can clearly describe the structure of a Writing lesson, including how they contribute to the construction of success criteria, how they regularly share their ideas and how they use their core targets to improve aspects of their writing.</li> <li>• Learners have developed quality and supportive self and peer feedback and benefitted from clear teacher feedback and consistent expectations of presentation</li> <li>• Learners sampled throughout all stages are fully engaged and can articulate the school's commitment to the use of concrete, pictorial and abstract approaches In Numeracy and how it is improving their understanding.</li> <li>• All learners are all given time for Number Talks and are able to solve a number of holistic questions using quick and efficient strategies.</li> </ul>

	<ul style="list-style-type: none"> <li>• Learners across the school demonstrate a positive attitude and growth mind set towards numeracy and maths and understand that mistakes are learning opportunities.</li> <li>• Learners are beginning to make positive links between skills development and Developing Skills for Future Careers.</li> <li>• Learners as a result of the purposefully planned ELC environment and strong educational approach are highly motivated and engaged in a wide and challenging range of learning experiences indoors and out.</li> <li>• Learners in ELC receive appropriate interventions or next steps using information from the high-quality observations.</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 2019/20 was to</p> <p>Through providing targeted interventions to identified pupils Ensuring children have the use of strategies and support mechanisms to support their mental well-being.</p> <p>Consistent approaches to upskilling Pupil Support Workers to meet the needs and support raising attainment of our most disadvantaged children</p> <p><b><u>NIF Driver(s):</u></b>  <input checked="" type="checkbox"/> School Improvement  <input checked="" type="checkbox"/> School Leadership  <input checked="" type="checkbox"/> Assess. of Chdn's Progress  <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"> <li>• Develop clear and consistent support for individuals and groups; this was done with the <b>Learning Support Teacher</b>, Class Teachers and Pupil Support workers.</li> <li>• Pupil support Workers were given training and support in literacy and numeracy approaches and under the guidance of the Learning Support teacher support the pupils through well -managed and tailored programmes of work.</li> <li>• Staff trained in Mindfulness</li> <li>• Ensured Pupil Well-Being was addressed at the beginning and throughout the day with mindfulness techniques, check ins and strategies for building resilience and growth mind-set.</li> <li>• Attendance is closely tracked and monitored</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>• Nearly all learners are able to use the 'Incredible 5 point scale' to discuss how they are feeling and report that they find it a positive change.</li> <li>• Nearly all learners report that are listened to and staff are sensitive and responsive to their wellbeing</li> <li>• Learners are supported by support staff effectively to implement specific interventions including daily reading</li> <li>• Programmes for example Toe by Toe and Literacy Rich have shown improvement in phonic ability and reading fluency in all learners targeted</li> <li>• Learners through careful tracking have been identified at risk of missing out e.g. poverty related attainment gap, attendance and barriers to learning and support plans have been put in place</li> </ul>

<p>3.</p> <p>To improve children and young people's health &amp; wellbeing</p> <p>Our measurable outcome for session 2019/20 was to ensure consistent approaches to behaviour which will ensure a shared understanding of expectations set within a context of rights and responsible actions which are linked to our school values.</p> <p>To develop a system to support children to discuss their well- being.</p> <p><b>NIF Driver(s):</b>  <input checked="" type="checkbox"/> School Improvement  <input checked="" type="checkbox"/> School Leadership  <input checked="" type="checkbox"/> Teacher Professionalism  <input checked="" type="checkbox"/> Parental Engagement  <input checked="" type="checkbox"/> Assess. of Chdn's Progress</p>	<p>We have made very good progress in both the Nursery (ELC) and School</p> <p>What did we do?</p> <ul style="list-style-type: none"> <li>• Re-engage pupils with their school values</li> <li>• Developed a Five point check in system throughout each stage of the school</li> <li>• Staff use check in and well- being indicator tracking to plan interventions and support</li> <li>• Developed a positive behaviour policy</li> <li>• ELC developed with parents Aims and Values</li> <li>• ELC staff to include wellbeing indicators as part of their daily interactions and to underpin all planning. SHANARRI Well-being toys, land yards and stickers used daily with children and in floor-books</li> </ul> <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> <li>• Learners are able to refer to the values in all areas of the school and in the main display these values in all areas of school</li> <li>• Learners are able to talk about their wellbeing and regularly self-report using Wellbeing Indicators and 5 point scale.</li> <li>• Children can talk confidently about their rights</li> <li>• Learners have been responsive to a positive learning ethos across the school supported by our new Positive Behaviour policy where everyone models behaviour which promotes and supports the wellbeing of all.</li> <li>• Learners mental health and well- being benefit from an ethos and culture in the ELC setting which is warm, nurturing and welcoming for children and families</li> <li>• Learners in ELC are supported by soft toys that represent the well-being indicators for example 'safe' these support their understanding along with girfec lanyards, a GIRFEC wall, and acknowledgment stickers within the floor books. Almost all our children can talk confidently about the wellbeing indicators</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 2019/20 was to make links to key skills throughout the school and embed DYW discussions into all lessons.</p> <p><b>NIF Driver(s):</b>  <input checked="" type="checkbox"/> School Improvement  <input checked="" type="checkbox"/> School Leadership  <input checked="" type="checkbox"/> Teacher Professionalism  <input checked="" type="checkbox"/> Parental Engagement  <input checked="" type="checkbox"/> Assess. of Chdn's Progress  <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"> <li>• Developed core skills throughout the school which are displayed in all rooms and referred to in lessons</li> <li>• Job skills, local business links and partnerships developed into lessons</li> <li>• World of work profiling trialled at P6</li> </ul> <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> <li>• Nearly all learners are able to discuss their strengths and personal qualities</li> <li>• Learners are developing an understanding of the core skills that they need for learning and work and older pupils are using within profiling and identifying during most lessons.</li> <li>• Learners through the curriculum are learning regularly about work sectors, enterprise and business and are discussing within nearly all lessons</li> <li>• Learners are identifying learning skills within their wider achievements.</li> </ul>



## Our Wider Achievements this year have included:

- School has very good links with local businesses and community groups and continues to develop these e.g. Linlithgow Fairtrade Partnership , Deacons Court/Marches, **Linlithgow** Link, Burgh Beautiful, Rugby Club, Linlithgow Rose, Linlithgow Care Home, Local Historian Bruce Jamieson, Linlithgow Angling Club
- **Our P7 High Street Guides have shared their knowledge of Linlithgow with visiting schools**
- Children have been given regular opportunities to be involved in after school clubs and sporting competitions.
- Primary 7 pupils have run a wide variety of lunchtime clubs for all stages of the school e.g. dance, drama, parkour, football
- Drama show came to school
- Our older pupils all took part in the BBC radio 2 500 words competition
- P6 pupils took part in the Rotary Quiz
- Very high attendance at school shows – P1 – 3 Nativity
- Classes welcomed parents to across the curriculum assemblies
- Pupils took part in National Book Day
- Chess Club
- Regular sporting Activities and competitions run by Active sports
- Gymnastics with Mrs Harris
- Gardening
- P7 had a very successful outdoor activity camp
- Successful links with the community
- Due to school Closures and Home Learning- Digital Learning has been a focus and many skills developed
- Pupils have learned how to share their online learning and skills through TEAMS
- Children have learned many skills informally and formally at home both outdoors and indoors or at Hubs
- Younger years have been doing many home challenges and learning tasks which encourage creativity, exploration, play and enquiry.



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	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)