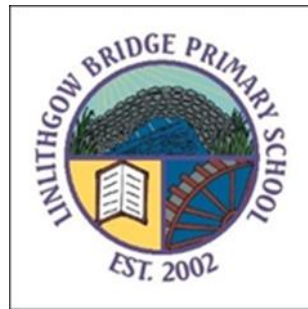


Linlithgow Bridge Primary School and Early Learning and Childcare Setting



PROGRESS REPORT FOR SESSION 2023/24

(Standards & Quality Report)

East Mill Road

LINLITHGOW

EH49 7BZ

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. and currently 20 children attend ELC on a full day basis; 12 attend morning only and 2 attend afternoon only. We have a number of children who come from out with the catchment area. Currently our Free Meal Entitlement is 7%.

The school has 8 classes (2023/24) with 12 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 4 nursery nurses 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 2023/24 was to realign our curriculum offer from a more traditional approach while retaining high quality learning, teaching and assessment in literacy and numeracy</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> <ul style="list-style-type: none"> • We continued to embed our 3 year literacy and numeracy strategies to ensure a consistent approach across our school. • All staff have had the opportunity to take part in synthetic phonics training with literacy expert and trainer, Anne Glennie. • We have introduced The Phonics International programme throughout our whole school to ensure consistency in the teaching of spelling and reading. • All staff have recently taken part in writing training (Spaghetti Writing) with Anne Glennie. This has now been piloted by staff and will be embedded next session. • We encouraged parents to engage in family learning opportunities during Shared Start / Finish to share numeracy and maths activities • Staff were encouraged to engage with Maths Week Scotland and with STEAM week to develop a variety of topical and innovative maths / numeracy activities • We have established a format and system for pupil profiling across our school This focuses on pupil meta - skills development. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Attainment in literacy and numeracy is very high with children maintaining standards over time. • We were delighted to be one of the 12 schools across West Lothian to be awarded Reading Schools Award at Silver level. This recognised our work to encourage a love of reading and books across our school. • Children benefit from consistency across our school in the teaching of phonics and grammar. All staff follow this framework. • We welcomed parents into school to share information on how we teach reading and writing throughout our school. • Parents then benefited from the family learning offer to take part in a real live literacy lesson in their child`s class. • Moderation of writing is now embedded in our teaching practice. This ensures shared standards and creates conditions for teacher collaboration. • Pupils at all stages are able to talk about meta-skills and classroom observations showed they can identify when they are using the skills across the curriculum.
<p>ELC</p> <p>To raise attainment, especially in literacy and numeracy</p> <p>Our measurable outcome for session 2023/24</p> <p>Ensure children make good progress through experiences that promote holistic learning and develop their social,</p>	<p>We have made very good progress. What did we do?</p> <ul style="list-style-type: none"> • We have embedded Simple Skills into our planning. This has led to a rise in pupil attainment and an overall increase in practitioner confidence in giving stars this session through tracking conversations • Children effectively engage with real-life and imaginary contexts to develop early language and mathematics skills. This session we have developed our offer in the Wood Work area, Nature Kindergarten and Sewing. This has supported children`s confidence to use new vocabulary in context. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Excellence and Equity Data has shown an increase in the following areas <ul style="list-style-type: none"> – <i>I will be able to persevere and complete tasks</i>

<p>emotional, physical and cognitive skills with a focus on tracker <i>I will be able to persevere and complete tasks</i></p>	<p>In session 2022/23 children achieving - Amber 43.48%; Green 43.48% to session 2023/24 Green 30.43.22%; Star 56.52%</p> <ul style="list-style-type: none"> In our recent Care Inspectorate report (May 2024) the inspector commented that “Literacy and numeracy were embedded in the play experiences on offer” and almost all children can extend their own 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 achieve equity for all learners through universal support and targeted therapies and interventions for identified children, placing the human rights and needs of every child and young person at the centre of education.</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"> 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 broad priorities were planned and 1 fully achieved with the remaining 4 making very good progress. PEF was used effectively to fund additional hours for one pupil support worker 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 targeted interventions using Lego therapy and Drawing & Talking therapy, and individual bespoke literacy and numeracy interventions. We have engaged with the Equity Team to establish a culture of equity across our school. Training has been provided for staff on aspects of embedding inclusive pedagogy and differentiation across our classes. <p>Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:</p> <ul style="list-style-type: none"> All (100%) identified pupils increased their reading accuracy age, reading rate, sound isolation, sound deletion and letter knowledge. Attendance of identified pupils increased to between 95 - 100%. Staff have drawn upon training in inclusive pedagogy and differentiation to plan small tests of change within their practice, resulting in almost all learners reporting that - staff treat them fairly and with respect, and staff listen to them and pay attention to what they say.
<p>ELC</p> <p>Our measurable outcome for session 2023/24 was to achieve equity for all learners, ensuring universal and targeted support is fully embedded and has a positive impact on children’s progression and development.</p>	<p>We have made good progress. What did we do?</p> <ul style="list-style-type: none"> All staff work closely with families and other professionals to plan support to meet the individual needs of all children through personal planning We have developed a consistent approach to track children with an ASN. All practitioners have completed Inclusive Communication training and we have introduced Communication Passports for specific children. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> It was commented in our Care Inspectorate report (May 2024) that “Staff had clearly defined roles and responsibilities. We identified

	<p>communication as a key strength. This ensured that children's individual needs were consistently met across their day.”</p> <ul style="list-style-type: none"> • ELC staff are committed to inclusion in our ELC. Engagement with partner agencies has supported an increase in staff confidence in working with children with specific ASN needs.
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<p>3.</p> <p>To improve children and young people’s health & wellbeing</p> <p>Our measurable outcome for session 2022/23 was to strengthen our approach to QI 3.1 to ensure a shared understanding of wellbeing to underpin children’s ability to achieve success, placing the human rights of and needs of every child at the centre of education.</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.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Following staff discussion, we continued to use daily wellbeing check-ins adapted to meet the needs of each class, (3 – Point Scale for P1 – 4; 5 – Point Scale for P4 – 7). Children are fully involved in this process and understand the “Trusted Adult” approach. • We consulted widely within our school community to review our school values. The children had the final say in deciding on 3 core values – Kindness, Respect and Responsibility. • We have consulted with our staff, pupils and parents to establish a definition of “bullying”. This has supported our work to develop an “Anti-Bullying statement”. • Our Mini – Champs and Family Champs attend regular HWB Champion meetings with pupils in schools across the authority, and provide updates to the rest of the school community. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • 92% of children knew that they have a trusted adult in school who they can speak to if they are upset or worried about something. 100% of our children agreed that school staff treat them fairly and with respect. • School values are embedded in the life and work of our school and form the basis of any restorative conversations. • 85% of our parents agreed that our revised values are relevant to them as a family. • Our Anti-Bullying statement has now been drafted and will sit within our Positive Relationships Policy which will be issued for consultation early next session. • 100% of our children reported that they feel safe in school; 98% of parents report their confidence that their child is safe in school. These figures are above the local authority average.
<p>ELC</p> <p>Strengthen our approach to QI 3.1 ensuring that within and beyond our setting there is a shared understanding of wellbeing and children’s rights, with a focus on an increase in attainment in tracker</p>	<p>We have made very good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • We have involved children in the creation of our Risk Assessments, including those for activities such as Woodwork, Nurture Kindergarten. • We have introduced child leadership roles eg Lunch Bunch Monitors, Crusader Rangers. All children are given the opportunity to be part of ELC and whole school committees e.g. Lunch Bunch, Snack Pack, ECO Warrior, Cloak Room Crusader and Risk Ranger. This is reflected in our updated pictorial representation of our Curriculum Rationale.

<p><i>I will be able to confidently cope with everyday/new situations.</i></p>	<p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Our Excellence and Equity Data has shown an increase in the following areas - <i>I can confidently cope with everyday/new situations.</i> In Session 2022/23 children achieving Amber 43.83%; Green 43.48% to Session 2023/24 Amber 8.70% Green 39.13% Star 47.83% • Care Inspectorate report (May 2024) - “We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as very good.”
<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 realign our curriculum offer to ensure full coverage of the meta-skills within the 4 capacities,</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> <ul style="list-style-type: none"> • As a cluster we collaborated with Careers Scotland to develop our understanding of key meta skills across our curriculum. • In school we used formats from Skills Development Scotland to create displays for each classroom • We invited parents to come into school during Careers Week to speak to the children about the job they do. • We audited our planning process and introduced a revised format for IDL planning. This was piloted by staff in Term 4, and will be evaluated before embedding fully next session. • We continue to provide opportunities for children to be involved in planning engaging and innovative experiences in line with the 4 Capacities. • In our Eco work we prepared assemblies, teaching resources and activities about plastics and the impact that plastic pollution has in the sea. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • There is a shared language and understanding of key meta-skills for all children throughout the Linlithgow cluster schools. This enhances the transition experience of our P7 pupils. • In all (100%) of classroom visits pupils were able to talk confidently about which meta skills they were using and knew that they could apply them in different areas of the curriculum. • Children are becoming more aware of the world of work and how skills equip them for this. • IDL planning is consistent across our school. It focuses on skills progression within the 4 capacities and pupil choice in topics of study. • 100% of classroom visits showed that outdoor learning is fully embedded in our curriculum. • We were delighted to be awarded our 10th Green Flag in November recognising our hard work in tackling litter and reducing waste. Our work towards Sustainable Development Goal 14 of Life Below Water was commended.
<p>ELC</p> <p>Our measurable outcome for session 2023/24 was to ensure</p>	<p>We have made very good progress. What did we do?</p> <ul style="list-style-type: none"> • Staff encourage children to engage with different technologies eg the Promethean board, scales, computers, Beebots, iPads.

<p>that children’s use of digital technologies enhances, deepens and personalises play and learning across the curriculum.</p>	<ul style="list-style-type: none"> • Staff have supported children to develop life skills through use of the woodwork area and Nature Kindergarten sessions including den building, and planting. The children are shown the links to the wider world through availability of real life resources within the ELC e.g. hammers, cooking equipment etc. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • In our Care Inspectorate report (May 2024) the inspector commented that “Children also benefitted from opportunities to learn valuable life skills, for example the raised beds for children to plant and grow seasonal vegetables and plants whilst learning how to care for them.” • Parents have provided positive feedback in the parent’s floor book that they continue to feel confident with their children using real tools. The children’s voice shows an increase in engagement with the Nature Kindergarten area.
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School attendance rate for Session 2023 – 24 is high at 96%, an increase of 3% over 2 years from Session 2021 – 22. 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 is one of only 12 West Lothian schools (from a total of 58 primary schools and 12 secondary schools) to achieve Silver level Reading Schools Award.**
- **Our school has been awarded a 10th Eco Flag, highlighting our ongoing work towards our goals of sustainability**
- **Our school football team were winners in the George Allan Football Tournament B league, and winners in the overall community league**
- **We held two very successful whole school concerts this session, a Christmas Concert and summer show to celebrate the 2024 Olympics. Our summer show celebrated diversity and supported our children to understand cultural differences.**
- **We have a range of pupils who have been recognised individually in community competitions - a P7 pupil won the Vets Design a Snow Globe competition; a P7 pupil won the Round Table's Writing Competition about Climate Action; a P7 pupil designed our new novel labels for celebrating our Reading Schools Award; one of our pupils won the St Michael's drawing competition to design a crest; one of our pupils was a winner in the Marches drawing and writing competition.**
- **Our P7 Quiz team came 2nd place in the Rotary Quiz involving all cluster primary schools.**
- **P7 enjoyed developing new skills during team building and outdoor activities on their residential to Lendrick Muir in February.**
- **P7 took part in the Young Leader Award programme organised by Active Schools, then effectively planned and led Lunchtime clubs for the younger children. They also took part in a meta-skills weekly workshop in collaboration with Linlithgow Young People's Project and Active Schools.**
- **Primary 7 took part in Bikeability and achieved Level 2. Primary 6 took part in Bikeability and achieved Level 1.**
- **Primary 7 completed the Young STEM Leaders Award, learning about STEM and then running their own STEM activities for P3.**
- **Primary 6 took part in the Wonderverse project, a competition to design their own Mega City of the future with a focus on sustainability.**
- **Primary 4-7 took part in the Primary Engineer Leaders Award, a competition to create their own design of a solution to a real-world problem**
- **Our Primary 7 class were recognised in the F1 in Schools event for all cluster primary schools for the following categories - Best Engineered Car, Best Team Identity and Best Reaction Time.**

- Our children and parents took part in the Festival of Trees community Christmas event by making decorations with a touch of purple, our school colour, and decorating a tree in St Michael`s Church
- All children had the opportunity to learn and recite a Scottish poem during our Scottish focus week. All children practised and performed a Scots song at our Scots Assembly.
- All children entered a competition to create a logo for each of our new school values. The winning designs will be used to help us understand and recognise our values.
- Each class led an assembly to share their learning with their parents and with the rest of the school.

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)