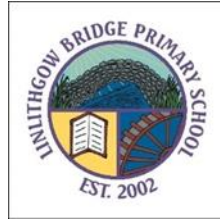


Linlithgow Bridge Primary School



PROGRESS REPORT FOR SESSION 2018/19

(Standards & Quality Report)

East Mill Road

LINLITHGOW

EH49 7PB

ABOUT OUR SCHOOL

Linlithgow Bridge Primary School and Early Learning Centre was established in 2002 and serves the west of Linlithgow. For Session 2018/19 our school roll was 201 with 8 classes from P1 -7 and capacity for 30:30 in ELC. Our school has an excellent reputation in the local community and attainment is high.

We are pleased to present this document which will share progress made in Session 2018/19 with parents and the wider community. The school enjoyed a highly successful year following a very full programme of changes and improvements. There is strong evidence of continuous improvement and the school and Early Learning Centre have raised their profile in terms of educational achievements and innovations in learning and teaching. The school and ELC have worked hard to ensure that developments meet the needs of the 21st Century in line with Curriculum for Excellence.

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 2018/19, what the impact has been and what our next steps will be to continue to address these priorities in Session 2019/20.

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.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 School?4 (HGIOS?4) 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 2018/19 was to</p> <ul style="list-style-type: none"> • revise our school values, vision & aims • Enhance profile of reading across the school • Engage in Numeracy moderation based on the priorities identified from the cluster SNSA analysis <p>NIF Driver(s): Assessment of children`s progress Teacher professionalism Performance information</p>	<p>We have made good progress.</p> <p>What did we do? We have revised our school values, vision and aims with input from all stakeholders.</p> <p>Evidence indicates the impact is:</p> <p>Learners are aware of school values and can speak about these Some learners use school values as a shared language with home.</p> <p>Attainment for reading in our school has risen to an average of 91%. In almost all classes the figure has risen.</p> <p>Learners in every class now enjoy ERIC time on a daily basis.</p> <p>We have Reading Ambassadors (Literacy Committee) in P7 who operate our school lending library and feedback regularly on literacy developments, including any author events, at assembly.</p> <p>Teachers took part in moderation activities on a cluster basis. This has increased staff confidence in using teacher judgement in deciding if pupils have achieved a level. Cluster moderation of SNSA data has also been very useful in providing staff with an action plan identifying areas on numeracy and maths which require more input.</p> <p>Our priority for next session will be:</p> <ul style="list-style-type: none"> • Continue to collaborate with cluster colleagues on moderation activities • Further develop a revised Curriculum Rationale with all stakeholders to reflect changing catchment, PEF, curricular development, ELC expansion. • Embed our school values in the day to day work of our school. Ensure that these values for the basis of restorative conversations and feature on our revised positive relationships policy.
<p>2.</p> <p>To close the attainment gap between the most and least disadvantaged children</p>	<p>We have made good progress.</p> <p>What did we do? PSW interventions for identified children - Daily Reading support – prepare in loco parentis. Identified early intervention group to work with PSW – targeted support using practical materials to reinforce concepts including SEAL</p>

<p>Our measurable outcome for session 2017/18 was to provide support for identified children in core Subjects through PSW interventions</p> <p>NIF Drivers: Assessment of children`s progress</p>	<p>strategies, Numicon, ICT. Nurture activities have been included in this small group support – turn-taking, vocabulary development and social skills. Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners: Attendance has improved by 2% in ½ of identified children for whom attendance was an issue. Achievement of expected level for age and stage for identified pupils has risen.</p> <p>Our priority for next session will be:</p> <ul style="list-style-type: none"> • Continue to target identified children in daily interventions to support learning across the curriculum.
<p>3.</p> <p>To improve children and young people`s health & wellbeing</p> <p>Our measurable outcome for session 2017/18 was to ensure that pupils know, understand and use the wellbeing indicators NIF Driver(s):</p>	<p>We have made very good progress.</p> <p>What did we do?</p> <p>We have included pupil self-assessment using the wellbeing indicators in our Learning Journals. We have also introduced a revised Pupil Attainment spreadsheet on which pupils self – evaluate using the wellbeing indicators. Staff then use the indicators to evaluate pupil wellbeing, and interventions are planned.</p> <p>Evidence indicates the impact is:</p> <p>Learners now know, understand and use the wellbeing indicators to self-report. There is a shared language around the indicators.</p> <p>Children in the ELC can speak confidently about aspects of their wellbeing. Our priority for next session will be to:</p> <ul style="list-style-type: none"> • Introduce a framework to support pupil mental health and wellbeing – self – evaluation, referral, intervention. • Introduce programme of resilience training for all children • Family Learning programme in supporting mental wellbeing through mindfulness.

<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 2017/18 was to improve pupil awareness of skills for learning, life and work to lead to a positive destination.</p> <p>NIF Driver(s): School improvement Teacher Professionalism</p>	<p>We have made good progress.</p> <p>What did we do? This year we have included World of Work Fortnight in our school calendar. We have also identified opportunities for skills for learning, life and work focus within our revised IDL programme which is now in place.</p> <p>Evidence indicates the impact is: Learners are now more aware of skills for learning, life and work. Learners have greater awareness of career possibilities.</p> <p>Our priority for next session will be:</p> <ul style="list-style-type: none"> • To embed the Standard for Careers Education throughout our curriculum • To embed the use of MWow website from P5 – 7.
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School attendance last year was 96.83% which was above the authority figure. Last year we had no exclusions.

Evaluative statement on the effectiveness of the school's engagement with parents and other stakeholders in improvement planning and on reporting school performance.

We have engaged with parents throughout the school improvement process. Priorities have been discussed and shared at Parent Council meetings, to which every parent is invited. We have issued a parental feedback questionnaire which has helped to shape next year's improvement plan. We had 64 responses from a possible 154. Sessions have been arranged to involve parents in discussions about school improvement and parental involvement.

Our Wider Achievements this year have included:

- Football team have won local competition The George Allan trophy for the 3rd year in a row and in the Round Table tournament for the 2nd year in a row.
- Achieved Rights respecting Schools Gold Award.
- One of our Primary 7 pupils has been selected as the Linlithgow Cluster entry for West Lothian's Young Writer of the Year Award.
- Awarded Cycle Friendly Schools Award
- Very high attendance at school shows – P1 – 3 Nativity and P4 – 7 "The Keymaster"
- P4 took part in community project "Fish in the Classroom"
- School choir performed in church and at community event "Crying of the Marches"
- Very generous fundraising for our charities – Book for Schools &
- Chess Club success at cluster tournament
- P7 team well placed at Cluster Rotary Quiz
- P6 took part in Drama project in collaboration with our local history museum.

Capacity for Continuous Improvement

Our school has demonstrated that it has the capacity for continuous improvement. We are highly reflective and evaluate continually to make improvements in our practice and learning activities.

Can add statement of validation from HMI or authority supported VSE.

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

How good is our leadership and approach to improvement?	1.3 Leadership of Change	Good
How good is the quality of the care and education we offer?	2.3 Learning, teaching and assessment	Good
How good are we at ensuring the best possible outcomes for all our learners?	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:

How good is our leadership and approach to improvement?	1.3 Leadership of change	Good
How good is the quality of the care and education we offer?	2.3 Learning, teaching and assessment	Good
How good are we at ensuring the best possible outcomes for all our learners?	3.1 Ensuring wellbeing, equality and inclusion	Very 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)