

Low Port Primary School



**PROGRESS
REPORT FOR
SESSION 2020/21**

(Standards & Quality Report)

Low Port Primary School,

Blackness Road,

Linlithgow

EH49 7HZ



ABOUT OUR SCHOOL

Low Port Primary School is located in the town centre of Linlithgow and has served the local community since 1900 as the original Linlithgow Academy secondary school building, before re-opening as a primary school in 1973. The school's prime location to the north of the town, with direct access to Linlithgow Loch, Linlithgow Palace and the Peel, offers a rich historical and environmental learning environment, which is fully utilised by all classes. The school fosters excellent relationships with Linlithgow Cluster Schools, local community partners and the wider Linlithgow community. The school has a very supportive and highly engaged parent body who are actively involved in the life of the school.

This session, there are 176 children across 8 classes with 2 composite classes at P1/2 and P2/3.

There is no nursery at Low Port and P1s transition from a range of local authority and private nurseries. The school is staffed by a Head Teacher, a Principal Teacher, 9 class teachers and a part-time Support for Learning Teacher. Staff demonstrate strong collegiality, teamwork, dedication and commitment to improving 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 2020/21, what the impact has been and what our next steps will be to continue to address these priorities in Session 2021/22.

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) which is a key aspect of the Scottish approach to self-evaluation and school improvement.

| PRIORITY | HOW DID WE DO? |
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| <p>To raise attainment, especially in literacy and numeracy</p> <p>Our measurable outcome for session 2020/21 was:</p> <ul style="list-style-type: none"> • Consistent approach to teaching and learning, through the use of the Tapestry programme. • Agreed approach to use of LI & SC in Writing. • Agreed and consistent approach to marking and feedback, highlighting next steps in learning for all children. • Increased opportunities for moderation in Numeracy and Literacy, ensuring teaching staff are more accurate when judging achievement of a level. • Embedding of digital learning in curricular sessions to enhance and extend teaching and learning. • Increased use of outdoor learning opportunities to extend teaching and learning. <p>NIF Driver(s):</p> <ul style="list-style-type: none"> ▪ School Leadership ▪ Teacher Professionalism | <p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • All teaching staff engaged in 1:1 termly tracking and monitoring meetings to track attainment over time and plan next steps for all learners. • A consistent assessment framework was used at key points through the year, providing consistent and objective data to inform Teacher Professional Judgement. • All teaching staff engaged in Tapestry CLPL sessions with a focus on developing high quality Learning Intentions and Success Criteria, of which children are contributors and co-creators. • CAT and In Service sessions were utilised to share agreed approaches to Learning Intentions & Success Criteria as well as next steps within marking and feedback, with a particular focus on Writing. • Moderation sessions enabled teaching staff from across the levels to get together to moderate pieces of Writing from P1, P4 and P7. • Significant investment in outdoor learning resources, with high involvement with our parents in supporting, maintaining and extending our outdoor learning spaces. • High quality CLPL sessions were delivered to staff, exploring how to use Microsoft Teams and SeeSaw and other resources to embed Digital Learning at the heart of our classrooms as well as extending learning into the home. • Throughout the period of remote learning, the school liaised regularly with non-engaging families in order to remove barriers to learning, including allocating digital devices, supporting parents to increase confidence in the use of digital platforms and personalising learner experiences to meet the needs of all pupils. Engagement increased significantly as a result of these interventions. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Attainment over time at Low Port Primary is consistently very high across all classes. In P1 and P4, most learners are currently on track to achieve expected level in combined literacy, and all learners in P4 are on track to achieve First Level in numeracy. • All learners in P7 are on track to achieve or exceed Second Level attainment in both literacy and numeracy. • Significant targeted support and interventions are in place for the few identified learners who are not on track. • Learner engagement and participation in all year groups throughout the periods of remote learning was very high, with data showing that, in almost all classes, over 95% of learners were regularly completing and submitting tasks to their teacher for quality feedback. <p>Our priority for next session will be:</p> <ul style="list-style-type: none"> • To ensure a consistent delivery of Number Talks in all stages next session. • To embed cluster Reciprocal Reading strategies across the curriculum. • To introduce Number Talks and Reciprocal Reading strategies to parents as part of our parental engagement strategies, supporting learning at home. • To develop a consistent approach to marking and feedback in Numeracy across the school. • To refresh our curriculum in order to reflect the lessons learned during the periods of remote learning, ensuring an agile learning approach. |

To close the attainment gap between the most and least disadvantaged children

Our measurable outcome for session 2020/21 was:

- Use robust data analysis to identify children for whom the attainment gap is most prevalent.
- Ensure targeted interventions are in place for identified learners.

NIF Driver(s):

- School Leadership
- Teacher Professionalism
- Assessment of Children's Progress

We have made good progress.

What did we do?

- PEF Funded additional PSW hours directed towards support and interventions for identified learners.
- Support for Learning Sessions allocated to identified children to accelerate curricular progress.
- Disadvantaged children funded through additional experiences, otherwise unaffordable for parents.
- Identified families were allocated additional digital devices, removing barriers to learning in the period of school closures.
- Identified families have been allocated free school uniform, in order to reduce the cost of the school day.
- Identified learners were allocated a priority space at Nurture session, if required.

Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:

- All Quintile 1 learners are on track to achieve expected level in both Literacy and Numeracy.
- Further interventions were planned for identified children to ensure that they stay on track, or begin to exceed national expectations.
- HWB check in data showed that identified children self-reported more positively against the HWB indicators after a period of nurture sessions.

Our priority for next session will be:

- Identify children who have been adversely affected by COVID-19 and provide support where necessary.
- Carry out Numeracy and Literacy assessments with identified children to identify the Poverty Related Attainment Gap.
- Set next steps and interventions for identified children to support them in meeting national expectations.
- Update a procedure whereby children can self-report electronically against the HWB indicators, thereby giving more robust HWB data.
- Continue to provide support for families in reducing the cost of the school day by fully funding school uniforms, trips and camps.

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| <p>To improve children and young people's health & wellbeing</p> <p>Our measurable outcome for session 2020/21 was:</p> <ul style="list-style-type: none"> • Develop robust systems for children to regularly self-report electronically against HWB indicators. • Plan for significant interventions for identified children. • Ensure a consistent approach to universal resources within the curriculum, such as Building Resilience. <p>NIF Driver(s):</p> <ul style="list-style-type: none"> ▪ Parental Engagement ▪ Assessment of Children's Progress | <p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Successfully implemented the 'Resilience' programme through school, focusing on the Health and Wellbeing of all learners. • Fully implemented the West Lothian HWB Recovery plan and One Trusted Adult approach throughout the school. • Embedded processes for children to self-report electronically against the HWB Indicators. • Nurture interventions are in place for learners who identify a need. • 1:1 Counselling sessions (delivered through a partner agency) are in place for children who identify a significant need. • Had regular HWB check-ins with identified families throughout the periods of school closures. • Nominated HWB Champions attended relevant network meetings and CLPL opportunities to meet training needs. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Pupil Ethos Survey results indicate that: <ul style="list-style-type: none"> ○ All children in P5-7 feel safe in school. ○ Almost all children feel they are treated fairly and with respect. ○ Almost all children have someone in school to speak with if they are feeling upset or worried • Parent Ethos Survey results indicate that: <ul style="list-style-type: none"> ○ All parents who responded feel that their child is safe in school. ○ Almost all parents feel that their child is treated fairly and with respect. • Learners are accurately self-reporting on the HWB indicators on a regular basis, and almost all children are reporting as 'Green' against all indicators. <p>Our priority for next session will be:</p> <ul style="list-style-type: none"> • Continue to build upon Nurturing Wellbeing approaches throughout the school, including Nurture interventions. • Continue to provide regular opportunities for ALL children to self-report against HWB indicators in class. • Carry out a Curriculum Refresh, updating the HWB curriculum for all learners. |
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| <p>To improve employability skills and sustained positive school leaver destinations for all young people</p> <p>Our measurable outcome for session 2020/21 was:</p> <ul style="list-style-type: none"> • Fully transition home learning to online platform (Seesaw P1-3 and Teams P4-7) • Provide parental learning opportunities for our families, enabling them to support their children online from home • Develop STEM resources through the school to enhance the curriculum <p>NIF Driver(s):</p> <ul style="list-style-type: none"> ▪ Parental Engagement ▪ Assessment of Children's Progress ▪ School Improvement | <p>We have made very good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Our whole school community further developed their skills in digital literacy over the lockdown period. We used a number of different programmes, platforms, software and devices to enable children in learn in a fun and innovative way. • Teachers have significantly increased use of Seesaw and Teams both in class and for home learning, engaging children in a range of exciting and challenging tasks. • 'Digital Leader' pupils have promoted the use of technologies and allowed children to increase their digital literacy. • We have invested in Promethean Boards for all classrooms this session as well as increased our provision of staff and pupil laptops. • Teachers have begun to allow for increased personalisation and choice in learning experiences across school and we will continue to develop this, next session. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Learners have access to the latest technology in classrooms across school. • Learners can showcase an increasing range of skills, across a variety of different platforms. • Learners have increased opportunities to develop skills and engage in STEM activities across school and through home-learning experiences. • Learner engagement and participation in all year groups throughout the periods of remote learning was very high, with data showing that, in almost all classes, over 95% of learners were regularly completing and submitting tasks to their teacher for quality feedback. <p>Our priority for next session will be:</p> <ul style="list-style-type: none"> • Continuation of Team Teaching in STEM to promote high quality teaching and learning. • A clear curricular overview in STEM to ensure appropriate coverage of benchmarks. • Introduction of a 'Skills Progression' in STEM sessions to ensure appropriate challenge and progression. • Further investment in STEM resources through the Edina Trust grant. • Curriculum refresh to ensure agile learning principles in place, including digital and outdoor learning and skills for learning, life and work. • Commitment to achieving the 'Digital School Award' next session. |
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Evaluative comment on schools attendance and exclusion data required.

Attendance is consistently high over the last session, sitting at around 96%. There have been no exclusions during this time.

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

We work very closely with our parent body and enjoy a very positive relationship. Our parent council (Low Port Family Partnership) are highly engaged and support the school very well. The fundraising arm of the PC (FLPPS) provides vital support to school projects and other community engagement events.

We have carried out parental surveys which have demonstrated high levels of uptake and satisfaction with the quality of education at Low Port. We are working closely with the Parent Council to find additional and even more creative ways of taking on the views of all parents and carers.

Our Wider Achievements this year have included:

- Accreditation – ongoing commitment to Eco-Schools Green Flag, Fair Trade Schools Award status, Rights Respecting Schools Award, Sports Scotland School Sport Award and Digital Schools Award.
- P7 participation in Rotary Quiz and P6 participation in 1+2 EuroQuiz.
- 1+2 Modern Languages established, with French taught at every stage.
- Supporting local community organisations including a local bookshop with virtual author visit.
- Joint working with the Parent Council and FLPPS to improve the school grounds.
- Family engagement events to maintain close sense of community through school closures.
- Successful family learning opportunities for all stages.
- Highly successful online N-P1 transition events, liaising with local nurseries.

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.

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

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| 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 | Good |
| | 3.2 Raising attainment and achievement | Good |

*(Indicators used in How good is our school? 4th Edition, Education Scotland 2015 and How Good is Our Early Learning and Childcare? 2016)