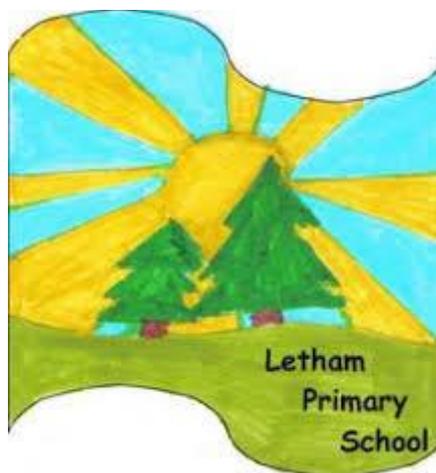


Letham Primary School and Early Learning and Childcare Setting



PROGRESS REPORT FOR SESSION 2022/23

(Standards & Quality Report)

Forth Drive,

Craigshill,

Livingston.

EH54 5LZ

ABOUT OUR SCHOOL

Letham Primary School and Nursery class is a non-denominational school catering for Nursery to P7, situated in the Craigshill area of Livingston and is part of the Inveralmond Learning Community. The school works hard to provide an inclusive and nurturing environment for children and their families in an area of economic and social deprivation.

The school role is currently 188 pupils split into 9 classes. The school is currently staffed by a Head teacher, Acting DHT, Acting PT, 8 full time teachers, two part time teachers; Support for learning teacher, PEF funded Inclusion Support Teacher and a specialist brass teacher. The school is supported by a team of 7 core pupil support workers, three PEF funded pupil support workers (targeted interventions), 1 advanced pupil support worker, and two members of clerical and admin staff. The Small Group Setting is staffed by a teacher and a number of support staff to support the range of social, emotional and educational needs of our learners.

The well-established nursery team is made up of 5 Early Years Practitioners, 1 Pupil Support worker and led by an Early Years Officer. The team are supported by the Early Learning Childcare Area Support Manager.

Our parents and carers are very supportive of the school and through regular opportunities families engage in the wider life of the school and have provided effective feedback to move our school forward. Our free breakfast club is well attended.

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 2022/23 was to ensure improve attainment in literacy and numeracy in line with data picture/trackers (gender imbalance)</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>	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • There was a focus to ensure there was consistency in expectations for assessments in literacy and numeracy across the school. This included protected time for working groups to ensure a whole school approach to raising attainment resulting in an agreed assessment calendar to be implemented from August 2023. • We used staff training sessions including staff meeting time, assembly time, CLPL sessions and collegiate sessions effectively to support staff to review quality literacy and numeracy learning experiences resulting in consistency in expectations. • We continued to develop our reading culture through a whole school approach to teaching reading. We embedded the use of our new reading scheme resources to support reading accreditation and resulting in increased overall attainment in reading across the school. • Staff worked effectively with our Literacy DHT pedagogy officer to support the planning of quality literacy learning across our school resulting in increased staff confidence in the teaching of writing. • Acting PT trained in Maths Recovery to support targeted interventions in maths and numeracy across the school resulting in increased attainment for identified pupils. • Staff worked effectively with our Numeracy DHT pedagogy officer to support the planning of quality learning and teaching in maths and numeracy across our school resulting in consistency in using Flashback 4 and Maths Working Walls methodologies. • In March all staff participated in a Numeracy quality assurance day, with a focus on differentiation and attainment, resulting in good practise being observed across the school. • We worked closely with the Equity Team to share good practice through team teaching in talking and listening and writing at P1 and P4 resulting in gaps being closed for identified learners in the areas. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • During learner conversations learners talked positively about our reading culture and have implemented their own reading groups indoor and outdoor. • Learners engage positively in writing activities across a wide range genres, and enjoy Free Writing opportunities with many learners writing their own stories. • Learners listen well across the school and speak with increasing confidence. This was evident during class assemblies this year. • Learners are increasingly aware of their targets in literacy and numeracy helping to focus on their next steps. • Written work in jotters continues to improve in line with our presentation policy. This has been observed across the year in a range of jotters. • In pupil focus groups, pupils are able to discuss their learning and targets in literacy and numeracy with more confidence and more accurately in line with the progression pathways and benchmarks. • Feedback following class assemblies and Sharing Our Learning sessions indicate that parents and carers noted the increased confidence in their children. There was an overall family average

	<p>attendance of 75% at class assemblies this year, which is significantly higher than previous years.</p> <ul style="list-style-type: none"> • Feedback from a range of stakeholders during our Numeracy QA day highlighted consistency in practise across the school in using key mathematical approaches and methodologies.
<p>ELC</p> <p>To improve attainment in literacy and numeracy in line with data picture/trackers</p>	<p>We have made very good progress. What did we do?</p> <ul style="list-style-type: none"> • We introduced interventions for EAL children. • All staff were trained in assessment and moderation for literacy and numeracy (networks, planning, trackers, observations). • Staff created home numeracy sacks. • Big Bedtime Read was introduced. • Focused literacy and numeracy group time was re-introduced with all children. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Learning and progression in literacy and numeracy has been enhanced for 9 EAL children. • Consistent approach to the moderation cycle including staff knowledge and awareness of achievements within the trackers. • All children have regularly enjoyed participating in activities created linked to tracker statements in numeracy. • All children enjoy the experience of the Big Bedtime Read. Parental feedback forms have been positive. • During quality assurance observations time it was noted that children are now able to sustain concentration and demonstrate positive engagement in group times.
<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 embed the equitable classroom approach to include differentiation, inclusive pedagogy</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</p>	<p>We have made good progress. What did we do?</p> <p>The school was awarded £124,950 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. 35 priorities were planned and 46% of these priorities were fully achieved with 83% making good or better progress (11% moderate progress and 6% made no progress).</p> <p>Interventions this year have focused on increasing attendance, addressing gaps in literacy and supporting life skills. Examples include parental breakfast clubs, DYW work in relation to meta skills, and bespoke literacy and numeracy interventions to close identified gaps and raise attainment.</p> <ul style="list-style-type: none"> • We carried out a thorough analysis of our learners, identified their specific gaps and set clear targets to support. Targeted interventions were carefully planned, monitored and regularly reviewed charting progress of individuals. Pupil Support Workers were provided with further training to deliver the interventions. This resulted in focused, targeted and regular small group support which closed identified gaps. • All staff are aware of our Quintile 1 pupils and this was supported by training with the Equity Team leading to identified children being included in focus groups. • Staff participated in excellence and equity meetings reviewing

<p>☒Curriculum and Assessment</p> <p>☒Performance Information</p>	<p>improvements in attainment of their learners resulting in immediate changes to interventions and attainment increasing.</p> <ul style="list-style-type: none"> • Staff regularly engaged effectively with data including the Additional Support Needs Toolkit and trackers resulting in more accurate reporting through trackers and consistency of understanding of these levels. • Our DHT worked effectively with Pupil Support Workers to ensure they were delivering quality interventions resulting in gaps being closed in literacy and numeracy. • A strategic approach was taken to provide bespoke learning experiences for our small group setting learners to ensure an inclusive approach was taken resulting in increases in social skills for our small group setting children and increased attainment. • Our Active Schools Assistant provided a range of breakfast club, break and lunchtime activities with identified learners resulting in learners being more focused and ready to learn first thing in the morning. • Our Active Schools Assistant also worked across the school, small group setting and ELC to support targeted learners resulting in increased motor and social skills. • Our PEF funded inclusion support teacher work closely with the inclusion support service and Connolly Campus to ensure our learners benefitted from appropriate curriculum experiences resulting in a unique curriculum offering which meets the needs of the 5 identified learners. • 20 children benefitted from Drawing and Talking therapy sessions resulting in social and emotional targets being met. • Staff were supported by a number of partners, including the equity team, to ensure their teaching practices were inclusive, differentiated and in line with progression pathways and benchmarks. Staff used a range of data and targeted interventions to inform improvements in practice resulting in equitable classrooms and social justice. • We made effective use of support from the central PEF team attending regular meetings and training looking at bite size sessions using a range of tools and research to ensure the right interventions were delivered to our learners resulting in differentiation through environment and product. • We made effective use of the PEF funded DHT pedagogy officers for literacy and numeracy where they both supported staff to embed progression pathways. We have built capacity within our team to ensure this continues into session 2023/24 in a focused manner. • Parental engagement sessions organised by PEF funded Numeracy Pedagogy Officer included opportunity for families to participate in maths related games, including Bingo and an Easter Bunny Drive resulting in positive feedback from those who attended and requests for more sessions. • Our Health and Wellbeing Champion supported Letham learners to attend a mini HWB Champions conference within our cluster. This impacted positively on their confidence. • Learners were provided with uniform to help them feel an increased sense of belonging to the school community. Fresh fruit was also provided to ensure they were ready to learn and healthy. This resulted in them feeling an increased sense of belonging to the school and being proud to wear the Letham uniform.
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	<p>Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:</p> <ul style="list-style-type: none"> • Learners are experiencing differentiated learning, particularly in literacy and numeracy which has resulted in increased attainment for our Q1 learners. • The impact of the equity team support ensured that learners continued to experience inclusive, differentiated learning opportunities and that learning environments were considered to meet the needs of pupils. Children have enjoyed the opportunity to use new outdoor furniture to develop both play, and their literacy and numeracy skills resulting in enhanced engagement in reading activities. • Family Breakfast Club events has shown increased attendance in pupils on a Friday when the event runs, and has led to increased engagement opportunities with parents who have previously been reluctant to attend school events. • Participatory budgeting consultation resulted in the whole school attending the pantomime at Howden Park Centre, and enjoying an ice cream. Feedback from parents/ carers, staff and learners was really positive with requests for this to continue in the future. • We are confident that all staff are aware of the poverty related attainment gaps which exist at Letham Primary School resulting in increased staff knowledge, skills and experience in this area to close identified gaps. • Feedback from parental engagement sessions was positive, with an average of 10% school attendance at these sessions, resulting in learners being increasingly positive and keen for families to attend these events. • Poverty related attainment gaps have been closed which has resulted in our data showing that combined P1-P7 Literacy attainment data for Quintile 1 learners is above local authority averages, and our Numeracy data is in line with those across the local authority. • 100% of our Q1 children had the opportunity to experience 2 pantomime performances enriching their learning experiences. • At P1 attainment increased in Listening and Talking for Q1 learners from 58% to 74%. • At P4 attainment increased in Combined Literacy for Q1 learners from 45% to 73%. • At P7 attainment increased in Combined Numeracy and Mathematics for Q1 learners from 73% to 83%.
<p>ELC To embed the equitable classroom (ELC Environment) approach to include differentiation, inclusive pedagogy</p>	<p>We have made very good progress. What did we do?</p> <ul style="list-style-type: none"> • Participatory budgeting consultation resulted in the ELC enjoying experiences in the setting, which included a visit from Zoo Lab & Magic Gareth. • Distributed leadership roles were revised to all staff to support diversity – these included family engagement, Forest School/ outdoor learning, Numeracy Sacks, PEEP, Big Bedtime Reading, ESOL (refugees) • Focus groups were created which identified individual children’s needs/barriers/gaps. <p>What impact did it have:</p> <ul style="list-style-type: none"> • Verbal feedback from parents/ carers, staff and learners was positive.

	<p>Formal feedback shared through parent council meetings showed that families feel very strongly that participatory budget experiences continue.</p> <ul style="list-style-type: none"> • Refugees and new families coming into Craigshill are being welcomed and provided with resources, signposting and support for life, learning and being part of the Letham Family. Children are making good progress and observations indicate and enhanced use of English language. • Shared understanding of early level staff of gaps and tracker statements. Observations and trackers demonstrate improved attainment and engagement in focus group activities.
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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 continue to support all learners wellbeing through our HWB programmes/ Positive relationships policy to include anti-bullying as a focus.</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>	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Our Health and Wellbeing champion continued to lead targeted work across our school relating to the wellbeing indicators. This included supporting teachers in the delivery of West Lothian’s health and wellbeing programme across all classes, and liaising with parents and carers. She ensured our trusted adult list was updated and examined our processes resulting in learners knowing and using our trusted adult systems. • All staff continue to promote West Lothian Councils positive relationships policy which includes a consistent approach to tackling bullying and discriminatory behaviour. There is a planned approach to activities that pupils can engage with positively during break times, to foster friendships resulting in a happy and safe ethos across the school. • Last sessions’ project in relation to gender equality resulted in a Case Study of good practise which was published by Education Scotland resulting in gender equal practises being evident across the school. • Assemblies focussed on our school values and the 4 capacities at Letham. Links were made to Children’s Rights as identified in the UNCRC. An additional bespoke assembly relating to UNCRC and pupil voice was organised by our HWB Champion resulting in children becoming more aware of their universal rights and what this means to them. • We were delighted that all of our hard work in relation to HWB resulted in the achievement of a Silver Sports Scotland Sports in School Award. • Successful learners who have had recent sporting achievements out with school celebrated their successes in assembly, resulting in more visible role models being highlighted to their peers. • Carefully planned health and wellbeing interventions were implemented for pupils who had identified as red/ amber on their wellbeing trackers. This included Drawing and Talking therapy for 20 pupils. 9 members of staff have been trained to deliver this, with 5 receiving additional Advanced Drawing and Talking therapy training to allow us to work with younger pupils, or pupils in a group. This resulted in identified pupils receiving the opportunity to discuss their wellbeing with a trusted adult in school and learning techniques and strategies for self-regulation. • Staff received training on TACPAC and Zones of Regulation. This resulted in the creation of a consistent approach to supporting pupils in school and bespoke experiences for identified pupils.
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- Our Active Schools Assistant planned and delivered parental engagement sessions, including a Family Daily Mile event, Sports Day, Basketball sessions during Parents Evening and an Adults v Pupils football match. This resulted in increased family engagement and opportunities to participate in family sporting activities.
- Pupils participated successfully in a number of sporting activities, including basketball, football, swimming, rugby and multi-sports. This resulted in many pupils gaining new experiences of sporting competition, and building resilience and team working, as well as sporting skills.
- Our P6 class received training to be peer mediators by the Acting Principal Teacher. All P6s were given hi-vis vests and supported a number of children in the playground who needed support. This resulted in a decrease of playground incidents, and an increase in the effectiveness of restorative conversations for P6 learners.
- Identified learner in P6 took full responsibility for taking on the role of a Junior Road Safety Officer, and ensuring that local streets were safe for pupils at the end of the school day. The pupil also delivered some sessions for learners in the ELC resulting in an increased awareness of how to stay safe in our local environment.
- Staff working at Early Level (ELC and P1) successfully participated in Forest School training. As a result they have been able to implement Forest School activities for current pre-schoolers as part of our transition project for starting school.
- All staff have a focus on nurture for pupils resulting in continued support for learners and families across all of the wellbeing indicators.
- Areas around the school, both indoors and outdoors were utilised to support the health and wellbeing of staff and learners. This resulted in our P5 class working with The Conversation Volunteers organisation to plant trees in our field.
- Whole school litter competition was held resulting in the creation of posters to promote anti-littering messages in our local community.
- 10 identified learners in P7 had the opportunity to attend a cluster Mini-COP Litter Conference. Key messages were shared with pupils, and 2 pupils had further opportunity to link into a Cluster Eco Group meeting. This resulted in increased awareness of the challenges and solutions of litter in our community and local environment and plans for a cluster sustained approach to tackling litter in the community for the 2023/24 session.
- 2 members of staff attended a West Lothian Cost of Living Conference, to further learn local and regional contexts. This resulted in an increased knowledge of how parents could be helped and signposted towards supports.
- Staff participated in walk and talk sessions during INSET days, and had protected time to attend Staff Chatter Matters. The result of this was the promotion of healthy working relationships and practises.

Evidence indicates the impact is:

- The trusted adult process is embedded and pupils use this appropriately to access help as required.
- Learners are aware of our school values and children's rights as set out in the UNCRC. They are able to talk about how this links to their lives, at home and in school.
- Pupil self-reporting in Health and Wellbeing has indicated that 95% of our learners say that they feel nurtured in school.

	<ul style="list-style-type: none"> • Learners are more aware of the four capacities and are more confident to share their personal achievements, both in the ELC and in school. • Learners benefit from increased parental engagement in the school, due to strengthened relationships and increased knowledge and understanding of the life and work of the school (Parent Council, Parent Chatter Matters, Stay and Play Sessions, Christmas Fairs, Macmillan Coffee Morning, Numeracy Engagement sessions) • Parent and Pupil ethos surveys and verbal feedback has highlighted that the culture in our school is inclusive, calm and nurturing. Our learners report that they are happy and enjoy being at school. • Children are more aware of our positive relationships policy, the definition of bullying and how we support pupils with this at Letham and use our systems effectively. • Staff focus groups report there has been a significant decrease in the number of playground incidents, resulting in learners stating they feel safe and happy in the playground.
<p>ELC To support the emotional, social and physical wellbeing of all staff and children</p>	<p>We have made very good progress. What did we do?</p> <ul style="list-style-type: none"> • We implemented a Forest School approach to improve the quality and quantity of outdoor learning. Early staff at P1 (teacher and PSWs) participated in West Lothian College Forest Schools. • Enhanced partnerships working with parents/carers supporting them to be more included in their child’s learning and the life the nursery (PEEP, Stay & Play) • Re-established links with the community (story-telling, Almondbank Library, Football Buzz). • Enhance communication at early level relating to continuity of care and nursery values. • One EYP participated in Advanced Drawing and Talking training to provide early level and group activities to support emotional health and wellbeing of our nursery children. <p>Evidence indicates the impact is</p> <ul style="list-style-type: none"> • EYP practitioner enquiry evidence demonstrated nursery children are now spending more quality time with outdoor learning/Forest Fun days. • Parental engagement feedback forms indicate positive responses and as a result of outdoor learning, families are engaging in these activities out with nursery. • As a direct result of our community work, families have now joined Almondbank Library and requested further Football Buzz session. • All children are valued, respected and treated with dignity, promoting their independence. During wellbeing meetings, parents and carers shared their positive feedback and support, recognising how well staff members know the children. • From successful completion of Advance Drawing and Talking course, our EYP has been able to implement strategies with children resulting in more stable emotional wellbeing.

<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 provide a bespoke, skills based curriculum which incorporates our values to support our learners to achieve positive destinations</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>	<p>We have made good progress. What did we do?</p> <ul style="list-style-type: none"> • We started the year by asking all staff to promote positive destinations and encourage our learners to be ambitious in their choices. In September and April all learners participated in capturing a whole school Developing the Young Workforce video where pupils were asked to share their chosen career aspirations and paths. This was shown in assembly and at Parents Events, resulting in learning intentions and success criteria being linked to career choices. • STEM (Science, Technology, Engineering and Maths) – We continued to work with our Young STEM Leader programme for 2nd level. A member of staff was recognised for her good practise in STEM and had the opportunity to take on a development role to support another cluster, which also resulted in improved outcomes for Letham learners. • Identified P4 pupils had the opportunity to work with the Primary STEM Development Officer on a STEM learning project resulting in increased enthusiasm to participate in STEM activities for identified pupils. • IDL (Interdisciplinary Learning) all staff and learners engaged successfully with our 'Learning Questions and Challenges'. Learners have been provided with a range of learning opportunities and have had increased opportunity to engage with skills for life, learning and work resulting in a wider range of career aspirations being chosen. • Acting DHT represented the school on a local authority Developing the Young Workforce working group resulting in the work being showcased to all West Lothian Head Teachers at a curriculum conference in June. • The Acting PT took on lead responsibility for achieving our school Digital Award resulting in our pupil Digital Leaders being more confident in their digital literacy skills. • Partnerships have been established with local employers and educational establishments (West Lothian College) resulting in opportunities to provide pupils with access to career based learning (football, electricians, theatre groups, STEM showcase, emergency services, games industry) which they have found highly engaging. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Our Developing the Young Workforce video was re-visited and re-created in April, to gauge the impact of sessions with industry experts and how our learners aspirations had changed. • Through pupils focus groups, learners now take the lead when learning about a wide range of topics, and can suggest ways of how they want to evidence their learning. • We are seeing learners across the school on a regular basis developing confidence and leadership skills in their roles as Digital Ambassadors and Leaders. • Learners understand we have a positive STEM ethos and this helps to inspire younger learners across our school. • Learning walks and observations show that pupils are enjoying languages across the school including French and Spanish.
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<p>ELC</p> <p>To provide a bespoke skills based curriculum which incorporates our values to raise aspirations and equality for all children, challenging gender discrimination and promote resilience.</p>	<p>We have made very good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • We provided real-life learning experiences outdoor and indoors, relating to the world of work and the local community. • Staff are engaged with the Care Inspectorate document Gender Equal Play in ELC settings and Frobelian practices. • Staff carefully planned enhanced transition experiences promoting equality and resilience. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Children are verbalising job roles and skills during free flow play. Children’s knowledge of potential job destinations have increased and they are using them in role play activities. • Children are more creative with gender neutral resources e.g. dressing up/role play areas. • Children have been able to confidently engage in transition experiences, verbalising their joy.

Attendance and Exclusion Data

To date this session (2022/23), the attendance of primary pupils has been 90.47%. In terms of openings lost by primary pupils, 7.45% of all openings were lost due to authorised absence, 2.07% were lost due to unauthorised absence, and 0.01% were lost due to exclusion. This data was accurate at the time of the September 2022 census.

To date this session (2022/23), 1 pupil has been excluded to date and there were 2 separate exclusion incidents. A total of 9 openings have been lost to exclusion.

The School’s Engagement with parents and other stakeholders in improvements planning and on reporting school performance

- We have invited parents/ carers to participate in the effectiveness of our school /ELC improvement planning through a number of ways. Google Forms were distributed asking for parental input around feedback forms, health and wellbeing, supports we can provide, school/ELC improvement planning.
- 7 SWAY school newsletters were shared with updates relating to school events, class learning and activities, school changes, curriculum and supports available. Monthly newsletters were shared by the ELC.
- Regular Child Planning Meetings and Wellbeing Assessment Meetings were held throughout the year in school and ELC.
- A variety of formal and informal ways to communicate with the school/ELC were promoted to parents/ carers e.g. school telephone, speaking to staff at the school/ELC gates, email address and through Group Call

- One member of staff in nurture regularly provided help, signposted to community support and any resources required.
- A group of parents/ carers have met several times throughout this year as our Parent Council. More informal opportunities to contribute to the wider life and ethos of the school was encouraged through regular Parent Chatter Matters sessions.
- Letham Primary School & ELC work successfully with a number of stakeholders including Speech and Language Therapists, School Nurse, Education Psychologists, Family Support Workers, Social Workers, School Minister, ESOL Adult Learning Team Leader, Education Officer, Equity Team, ASN Team, Central Teams, Almondbank Library, Almond Housing, SPARK, the School Bank, West Lothian Food Bank, River Kids, West Lothian College, Morrisons, West Lothian Football Club, Football Buzz, NYCOS, Howden Park Centre, SSPCA, Livingston Fire Brigade, The Conservation Volunteers and Herriot Watt University.

Our Wider Achievements this year have been:

- 5 members of staff successfully completed Advanced Drawing and Talking Therapy course.
- All pupils involved in 'Language Nut' a resource to help our children learn languages.
- All pupils have participated in lunchtime sessions with our Active Schools Assistant.
- ELC pupils have had the opportunity to participate in Football Buzz sessions.
- P3 Reading Ambassadors have helped to plan some Book Week Activities.
- Acting PT is nearing completion of a Middle Leaders Programme.
- Acting PT has completed Microsoft Certified Educator Programme.
- Acting DHT completed Education Scotland's Middle Leaders Leading Change Programme.
- Three pupils were recognised at the West Lothian LAC Awards.
- The whole school took part in Scottish Book Week and work has been undertaken to achieve Gold Standard Reading Accreditation.
- We have achieved our Digital Award Scotland for the school. Twelve pupils from P4-7 have been appointed as Digital Leaders to assist with this.
- P2 pupils visited Edinburgh as part of their Big Learning Question.
- P2 and P4 pupils had session over ten weeks with the National Youth Choir of Scotland.
- P3 pupils attended an author experience at Almondbank Library to hear Kate McLelland.
- P1 pupils have visited the Royal Highland Show as part of their Big Learning question.
- Several pupils took advantage of free tickets, and attended Livingston FC matches.
- Children from across the school have attended the Community Library to familiarise themselves with it.
- The school has worked with Literacy Services to complete Dyslexia Assessments.
- P6 children have experienced a Peer Mediation Programme to resolve conflicts. They have been using their newly acquired skills to work with other children in the school and playground.
- All P7 pupils have been learning about coding through the Sphero Project with Herriot Watt University.
- All pupils participated in European Languages day.
- Some P6 pupils showcased their learning by participating in a team at Euroquiz.
- P1 have been developing community links and will be continuing with the progress already made.
- HT represented the Inveralmond Cluster as HT representative for West Lothian Council's Head Teacher Executive.

- HT represented West Lothian Council as HT representative for the Regional Improvement Collaborative.
- HT attended Regional Improvement Collaborative Improving Attendance Symposium.
- P5 are responsible for the Rag Bag initiative.
- Almond Housing Partnership – involvement with the Community Garden.
- Linking up with Spark with Community Champions collecting books donated from them, also getting involved in their Worry Worms initiative.
- The whole school received an Easter Egg donated by River kids.
- One class teacher, one EYP and two Pupil Support Workers have undertaken Forest Schools course at West Lothian College.
- ELC have established links with local library and have visited several times for story sessions.
- Small Group Setting participating in a Therapy Dog Programme at Craigsfarm.
- Robust transition program in place and working well for children moving from ELC to P1.
- Recent Care Inspectorate unannounced inspection, Letham were graded 5 – very good for Care and Support and Staffing.
- PSW in ELC completed PEEP training with PEEPLE.
- 5 members of staff completed food hygiene.
- The school completed the 2022 TCS mini London marathon.
- One PSW completed their Diploma Higher Education in Childhood & Youth studies.
- A teacher completed ECT Ambassador training.
- A teacher has finished her 2nd year of her MSC in Professional Education Leadership course.
- P3 class completed the Roots of Empathy programme.

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