

Low Port Primary School



**PROGRESS
REPORT FOR
SESSION 2021/22**

(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 180 children across 7 classes – none of which are composites. 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 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. To raise attainment, especially in literacy and numeracy</p> <p>Our measurable outcome for session 2021/22 was to:</p> <ul style="list-style-type: none"> • Ensure a consistent approach to Learning, Teaching and Assessment through the creation of an LT&A Policy. • Begin the first phase of a post-COVID Curriculum Refresh. • Adapt Tracking and Monitoring processes to ensure a shared and consistent understanding of achievement of a level across all staff. • Effectively use outdoor learning opportunities to extend teaching and learning. • Increase opportunities for family learning and involvement. <p>NIF Driver(s):</p> <ul style="list-style-type: none"> <input checked="" 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>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Support for Learning Interventions were delivered in P1-3 via Team Teaching strategies, supporting attainment of identified learners. • Staff worked collegiately to self-evaluate our existing Learning, Teaching and Assessment policy, as well as examining high quality examples from throughout the Local Authority. • Teaching staff worked together to begin creating a codified LPPS Learning, Teaching and Assessment policy which will be in place for Session 22/23. This is promoting consistency of approach within teaching and learning. • Stakeholders were consulted on the first phase of our curriculum refresh, identifying the key drivers which formed our newly updated Curriculum Rationale. This helped to shape priorities for the ongoing curriculum refresh. • With a focus on Reading, LPPS linked with WL Literacy Leads to introduce Reciprocal Reading strategies in all classes. Staff are teaching these skills consistently in all classes. • In line with curricular updates surrounding reading, staff worked to promote the reading culture at LPPS. This included updated reading resources (physical and digital), significant investment in classroom reading areas as well as a brand new school library. • In order to focus these advancements, the school worked towards (and was awarded) <i>'Reading Schools – Silver Award'</i> this session. • At Early Level, the LetterLand resource was introduced effectively, supporting progress in phonics for our youngest learners. • Outdoor learning sessions are utilised effectively by all staff at least twice weekly to promote engagement and enjoyment, supporting the attainment of learners. • Staff received CLPL on Agile Learning strategies, supporting creative approaches to teaching and learning. • In consultation with parents, a comprehensive Family Engagement calendar was created in order to maximise opportunities for family learning and involvement. <p>Evidence Indicates that:</p> <ul style="list-style-type: none"> • Attainment remains very high at Low Port. Almost all children in P1, and 100% of children in P4 and P7 achieved or exceeded expected level at the end of this session. • Across the school, almost all learners are on track to achieve or exceed expected level in both Numeracy and Literacy. Robust supports are in place for those identified learners who are not on track. • In Learning Conversations related to Reciprocal Reading, all pupils could speak confidently about their strengths and next steps in reading. • Results from the Pupil Ethos Survey show that almost all learners feel that they receive regular feedback on progress, and almost all learners feel that teachers regularly set targets for improvement. • Parent Ethos Survey results highlight that most parents feel that their children are stretched to the best of their ability, that staff know their children as individuals and are supporting them well.

<p>2. To close the attainment gap between the most and least disadvantaged children</p> <p>Our measurable outcome for session 2021/22 was to:</p> <ul style="list-style-type: none"> • Use of PEF allocation to support the attainment of identified learners. • Use of PEF funding to reduce the cost of the school day for identified families. • Use of Participatory Budgeting to involve learners in Equity agenda. • Increase opportunities for family learning and involvement. <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"> • PEF funded PSW hours were utilised to support identified learners, both in class and as part of targeted interventions. • Support for Learning sessions were utilised to good effect, providing tailored interventions based on evidence from Tracking and Monitoring meetings. • Additional experiences such as school trips and residential visits were fully funded by the school, thus reducing the cost of the school day for identified families. • Free school uniform was provided for identified learners, further reducing the cost of the school day. • PEF funded Participatory Budgeting initiatives provided further support for identified families. • Identified learners were offered priority spaces at nurture and counselling sessions, if required. • Networking sessions were facilitated for Ukrainian Refugees from across the cluster, supporting the community. <p>Evidence Indicates that:</p> <ul style="list-style-type: none"> • Almost all Quintile 1 learners are on track to achieve or exceed expected level in both Literacy and Numeracy. • Priority Nurture and counselling sessions are having a proven impact, with children self-reporting more positively against the HWB Indicators after targeted sessions. • Data from the Parent Ethos Survey shows that most families believe the school is working well to reduce the cost of the school day. • Almost all pupils surveyed feel that the school works to ensure that costs do not prevent them from participating in outings, events and clubs.
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<p>3. To improve children and young people's health & wellbeing</p> <p>Our measurable outcome for session 2021/22 was to:</p> <ul style="list-style-type: none"> • Plan for significant interventions for identified learners as part of Nurturing Wellbeing approach. • RSHP resource to be delivered consistently through the school. • Liaise with partner agencies to provide more robust interventions for identified learners. • Begin to increase extra-curricular provision in order to support the mental and physical wellbeing of learners. <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"> • Continued to ensure regular opportunities for children to self-report against HWB indicators, providing constantly refreshed HWB data for the whole school. • MAPA training delivered to all staff in order to support identified learners • Staff conducted robust self-evaluation of our provision against the HWB indicators, highlighting strengths and areas for development. • Pupil participation was ensured through decision making groups. • In-school Nurture sessions organised to support targeted pupils, identified through robust analysis of HWB data. • Counselling and Mentoring sessions in place through partner agencies for children requiring additional support with HWB. • Referrals made to partner agencies (with parental consent) for children requiring significant HWB supports. • CLPL delivered to all staff on the delivery of the RSHP resource, ensuring a consistent delivery in all classes. • Nominated HWB Champion attended regular HWB Network sessions in order to ensure all relevant HWB initiatives are delivered in school. • School's Head Teacher chaired the West Lothian Primary Head's Working Group for HWB, ensuring a strategic overview delivered in school. <p>Evidence Indicates that:</p> <ul style="list-style-type: none"> • Almost all children are self-reporting as 'Green' in all HWB indicators. • All children who reported negatively against a HWB indicator received a One Trusted Adult conversation, a block of Nurture interventions or an external mentoring / counselling session. • Opportunities for extra-curricular experiences have been reinstated following COVID. Every child who applied for a place in a club was granted one. • Pupil Ethos Survey results indicate: <ul style="list-style-type: none"> ○ 100% of children feel that staff treat them fairly and with respect ○ Almost all children have someone in school to speak to if they are upset or worried ○ Almost all children believe that pupils behave well at Low Port • Parent Ethos Survey results indicate: <ul style="list-style-type: none"> ○ 100% of parents feel that their child is safe at school ○ 100% of parents feel that their child is treated fairly at school ○ Almost all parents feel that their child likes being at school ○ Almost all parents feel that their child is increasing in confidence at school
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<p>4. To improve employability skills, and sustained, positive school-leaver destinations for all young people</p> <p>Our measurable outcome for session 2021/22 was to:</p> <ul style="list-style-type: none"> • Increase quality and availability of STEM resources to support high-quality curriculum delivery • In line with COP26, ensure a renewed focus on Learning for Sustainability • Provide home learning opportunities through online platforms. • Achieve the Digital School Award in recognition of the advancements in Digital learning <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"> • Significant investment in STEM resources through Edina Trust and Education Scotland STEM grants, supporting high quality teaching and learning. • High quality STEM sessions delivered to all learners through RCCT sessions, supported by WL STEM Lead. • School's stock of digital devices such as iPads doubled over session 21/22, leading to increased access and availability of devices for children in classrooms. • Digital leaders sharing best practice in classrooms, ensuring pupil voice and children as experts. • <i>'Eco Fortnight'</i> was run in conjunction with COP26, leading to an increase in awareness of sustainability issues. • Parents, carers and community members working on COP26 delivered an input in school, highlighting pathways to careers within Sustainability. • Eco VLG group attended COP26 conference (digitally) and working towards renewal of school's Eco Flag award. • Whole school application for Digital School Award submitted – awaiting validation by late June 2022! <p>Evidence Indicates that:</p> <ul style="list-style-type: none"> • Almost all children engaging with home learning via online platforms. • Learners have increased access to and availability of iPads in classrooms to support high quality teaching and learning. • <i>'Digital School Award'</i> applied for and achieved (awaiting external validation in June 2022). • Learners have an increased confidence in using digital devices in school and at home. • Children have an increased awareness of issues surrounding sustainability, and the part they can play within it. • Children are more aware of careers linked to Sustainability, and pathways towards achieving these.
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Evaluative comment on schools attendance and exclusion data required.

Attendance has been consistently high over the last session, with over 95%. Incidents of lateness are also very low. There have been no exclusions this session.

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 (Friends of LPPS) are highly engaged and support the school very well, working to both tackle School Improvement Priorities and facilitate social and fundraising 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:

- Achievement of the Silver Reading Schools Award
- Achievement of Digital School Award (pending external validation)
- Ongoing work towards Eco School award and re-accreditation for Gold level Rights Respecting School Award.
- P7 participation in Rotary Quiz and P6 participation in 1+2 EuroQuiz.
- Representation at George Allen Memorial football competition and Round Table football competition.
- Participation and representation in Linlithgow Gala Day
- Significant success at local and national ski competitions.
- Participation in Linlithgow Gala Day, with the school’s theme of ‘Science’.
- Regular engagement with a range of community organisations such as *St Michael’s Church, Far from the Maddening Crowd* and *Burgh Beautiful*.
- Joint working with the Parent Council and FLPPS to improve the school grounds.
- Successful engagement with families as part of Parental Engagement Calendar
- Very well attended sports day, with representation from around 60% of families.
- Significant uptake of spaces in school by Ukrainian refugees, and high levels of community engagement in support of these targeted families.
- Highly successful online N-P1 transition events, liaising with local nurseries.

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

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