



Low Port Primary School

STANDARDS AND QUALITY REPORT 2007-2008



"Succeeding Together"

Lesley Henderson, Lynda Stobie and Staff Team
June 2008.

Our Vision, Values and Aims

"At Low Port we strive for excellence in all that we do. We aim to create a caring and supportive ethos within our school sharing learning and teaching with all our stakeholders - pupils, parents and staff. We aim to create optimal conditions for learning for each pupil and staff member. We actively promote respect, understanding, healthy and responsible living. Our ultimate aim is for each child to become effective contributors, responsible citizens, successful learners and confident individuals."

We aspire to becoming a learning organisation capable of continuous improvement - renowned for the excellent quality of learning and teaching, care and welfare and support that we provide to maximise student achievement.

In carrying out all aspects of our work, we:

- conduct our business with integrity, impartiality, fairness, tolerance and mutual respect;
- value diversity, promoting social inclusion - in an environment where everyone is welcome; and
- seek progress through partnership, working closely with people with whom we share a common purpose.

Introduction

Low Port Primary is pleased to share its improvements during session 2007/2008. We are grateful to parents, the Parent Council and PTA for their valuable contribution and continued support throughout this session. We would especially like to thank the children for their continued effort, enthusiasm and hard work.

We have begun to establish robust self-evaluation at Low Port Primary School to enable us to meet the needs of the whole school community. We have made good progress and our recent improvements demonstrate that the school is in a position to continue to improve.

Background Information

Low Port Primary School is a non-denominational school serving the community of Linlithgow, West Lothian. The school was extensively refurbished and extended under the PPP scheme in 2002, providing excellent accommodation and facilities for pupils and staff. As a result of this refurbishment the school can now accommodate 8 primary classes. For Session 2007/2008 the school role was 218. Session 2007/2008 was a challenging, but successful year for the school with the appointment of a new Head Teacher in December 2007 and permanent appointment of a Principal Teacher in May 2008.

The school continued to offer pupils a wide range of learning experiences and to manage improvement throughout the session by implementing the two main priorities detailed in the School Improvement Plan. This standards and quality report evaluates progress made and is set within the context of The Journey to Excellence (JTE) and the National Priorities in Education. It is measured against self-evaluation quality indicators within the HMIE publication "How Good Is Our School?" (JTE part 3) and "Child at the Centre" (CAC).

In addition to the above there may be evidence gathered from external sources e.g.:

- HMI inspection reports
- Local Authority school reviews
- Local Authority quality assurance visits
- Charter Mark
- Care Commission reports

PROGRESS MADE TOWARDS PRIORITIES in School Improvement Plan 2007/2008

NOTE: The following code was applied to indicate the level of future action:

- (1) Priority for Improvement - will feature as a main priority in the next school improvement plan (SIP)**
- (2) Continued Development - will feature as an additional task in SIP**
- (3) Maintenance of current practice - not featured in SIP, but indicates that progress will be sustained and practice will be embedded**

Priority 1:

To continue to increase pace and challenge within mathematics

Good progress was made in this area and high level of attainment has been maintained.

Evidence indicated that:

- Parents were made aware of the Improving Primary Maths programme through delivery of a workshop.
- Most pupils are motivated and highly engaged in maths lessons as a result of using the four part lesson structure and a variety of resources e.g. Smart Board.
- Increased attainment at Level E.
- Attainment in maths remains at a very high level - 97% of children are achieving appropriate levels in maths with a significant number exceeding stage appropriate levels.
- Staff undertook training in working with gifted pupils and gave feedback to the whole staff on this.

Next steps:

- (1) as part of Active Learning priorities outlined by the national agenda and on SIP 2008/2009, interactive maths zones to be developed in all classrooms.
- (3) development of the P1-2 mathematics programme to increase pace, challenge and enjoyment of learning.

Priority 2:

To review and update policies and practices in line with the four capacities of A Curriculum for Excellence

Good progress was made in this area. Staff worked collaboratively to review current policies in maths and language. Staff developed policy statements for maths, language and technologies in line with the four capacities of A Curriculum for Excellence. These were shared with parents via the school website and home communication.

Evidence indicated that:

- Most children are aware of the four capacities of ACfE and have an increased understanding of what they mean for them.
- All children are engaged in a personal learning planning approach to increase their knowledge of independent learning.

- A sample of parents were surveyed at Parent Interview Evenings during October 2007 on their understanding of ACfE. Results of this showed that most parents were aware of the four capacities.
- Staff worked collaboratively during Collegiate Activity Time on developing policy statements for Maths and Language based on the four capacities.
- Mr Anderson worked on the development of a policy statement in line with the four capacities of ACfE on technologies. Consultation with staff took place before the policy statement was adopted.
- New policy statements shared with Parent Council and Parent Forum.

Next steps:

- (1) Parents to be informed of relevant policies in line with School Improvement Priorities and results of parent audit e.g. homework, active learning, ICT.
- (1) School Improvement Priorities reflect the needs of ACfE.

PROGRESS WITH KEY AREAS OF THE WORK OF THE SCHOOL

The headings within this section describe the work of our school using the ten dimensions of excellence identified by HMI in Journey to Excellence parts one and two.

HOW WELL DO WE:

1. ENGAGE YOUNG PEOPLE IN HIGHEST QUALITY LEARNING ACTIVITIES?

Focus on - relationships, values, motivation, enjoyment, stimulating work, learning and teaching approaches, confidence, active and collaborative learning, thinking skills, linking learning, pace and challenge, support and feedback, meeting learning needs, pupil involvement in their progress, flexibility. 1.2, 2.1, 5.2, 5.3, 5.4

Very good overall.

The school has made very good progress towards engaging our young people in the highest quality learning experiences. Relationships among children and between staff and children are positive. The school has made good progress in distributing leadership tasks which enhance pupils learning experiences. Almost all class teachers motivate and inspire their children to enjoy learning. Almost all class teachers use a variety of learning and teaching approaches to meet the needs of all learners in their class. Some staff interact skilfully with children to support and extend their learning using

questioning skills effectively. Pupils were encouraged to build on prior learning and to make links to new concepts. Resources were purchased to meet the needs of the learning community and to support School Improvement initiatives. A good start has been made to providing tasks which enable pupils to be active learners and staff are developing their skills to interact with them. In most classes and in wider school developments pupil's views were sought and acted on. Co-operative and independent learning is evident in most classes and the school should now continue to ensure that this is further developed in all classes. The Support for Learning Teacher provided a very good level of support to pupils with additional support needs. Class teachers consulted with the Support for Learning Teacher and used this to inform next steps in pupils learning. Many children were engaged in purposeful and stimulating work which gave them the opportunity to engage confidently in creative and investigative activities. Most teachers used a variety of resources, including ICT, to engage their pupils in purposeful activity rather than relying on only working through textbooks.

Next Steps:

Further develop the use of active learning strategies across the school and curriculum to ensure that pupils are actively engaged in their own learning. (1)

Financial resources need to be allocated effectively to School Improvement Planning priority areas to enhance our learners' experiences. (1)

2. FOCUS ON OUTCOMES AND MAXIMISE SUCCESS FOR ALL LEARNERS

Focus on - curriculum planning, collaborative planning including parent and pupil views, agreeing and using targets, selecting achievable outcomes, interactive questioning, sharing feedback to identify next steps, tracking, monitoring and recording pupil progress, attainment performance, engaging in reflection to agree consistent standards, reporting to parents and wider community and key stakeholders. 1.1, 5.1, 5.2, 5.4

Good overall.

The pace of learning was very good with almost all pupils reaching appropriate national attainment levels and many exceeding appropriate national levels. Staff planned appropriately using the planners provided. Weekly planning diaries were trialled and formats agreed by all staff. Block planners needed to be streamlined to give class teachers the opportunity to be creative and innovative in their approach to delivering the curriculum. Cross-curricular planners were trialled as part of a Linlithgow Cluster pilot.

These require to be further developed and discussed to ensure that there is consistency across cluster schools. A collaborative planning approach is being developed in order to ensure that the needs of their learners are addressed. Long term planners need to be streamlined to reflect the changing national agenda and the implementation of A Curriculum for Excellence. Most class teachers used Assessment as/for/of Learning approaches to inform next steps in their pupils learning. All pupils were engaged in peer and self evaluation of their learning during the session, giving them the opportunity to reflect on their learning and to identify next steps. Most learners had a very good awareness of their own learning needs, how well they are progressing to learning targets, the links with previous learning and any action they need to take to improve their work and to inform next steps. All pupils kept ongoing records of their progress in Personal Learning Plans and were able to recognise their successes and areas for further development. A few parents indicated on their school audit questionnaires that the Personal Learning Plans did not give them adequate information about their child's learning and development. Some parents would have preferred to have two formal parents' evenings rather than Personal Learning Plans. The school will use this feedback when planning for reporting to parents next session. Personal Learning Plans require to be streamlined in order that they are effectively meeting the needs of all learners in identifying targets for learning and next steps. Pupil progress was reported to parents in the form of Personal Learning Plans, Sharing the Big Picture, Meet the Teacher Evenings, Parent Evenings and end of term reports. The Senior Management Team observed teaching, monitored pupil progress and met with a selection of pupils regularly throughout the session. Effective feedback was given to class teachers on how well they were doing and to identify next steps in teaching and learning.

Next Steps:

Long term planning to be streamlined to ensure effective delivery of the curriculum in line with the changing national agenda. (2)

All pupils to be involved in collaborative planning in classes to ensure the needs of all learners are met. (1)

As part of active learning developments and Linlithgow Cluster Improvements, the use of cross-curricular planning, rich tasks and storyline approaches to be developed. (1)

Format for reporting to parents to be changed to incorporate two formal parent interview evenings during the year. (2)

Personal Learning Plans to be streamlined to meet the needs of all learners.

(2) Tracking and Monitoring of pupil's attainments needs to be more rigorous in order that all pupils are meeting the appropriate line of expectation. (1)

3. DEVELOP A COMMON VISION AMONG CHILDREN AND YOUNG PEOPLE, PARENTS AND STAFF

Focus on - expectations and promoting achievement, creativity and innovation, fairness, justice and equality, values, consultation with parents/ stakeholders and the wider community, self-evaluation, joint planning and accountability, identifying future improvements. 5.5, 5.6, 5.9, 6.1, 6.2, 6.3, 9.1, 9.2

Good overall.

The school had consulted with key stakeholders during Session 2005/2006 on the development of a common vision based on a shared set of values and aims. A mission statement had also been developed and now needs to be more precise to reflect up-to-date practices. All parents were consulted with in May/June 2008 and their responses have impacted on the School Improvement Plan priorities for Session 2008/2009 or as additional tasks.

Next steps:

Staff use of self and peer evaluation skills need to be developed in order that they are used to identify strengths and areas for future improvement. (1)

4. FOSTER HIGH QUALITY LEADERSHIP AT ALL LEVELS

Focus on - leadership of the head teacher, distributive leadership, staff development, collegiate and collaborative working, positive impact, personal credibility and trust, leadership styles, rights and responsibilities, guiding and managing the pace of change, empowering staff. 1.2, 9.3, 9.4

Good overall.

A new head teacher took up post in December 2007. She had used her first six months in post to carry out a situational analysis of the schools capacity to improve and to identify areas of strength and areas for school improvement. The head teacher and acting principal teacher had begun to establish a working relationship based on shared leadership of the school. The acting principal teacher was made permanent during May 2008. All staff were allocated distributed leadership roles by the Acting Headteacher at the beginning of the session. Most staff had carried out their role well and had used this to enhance the work of the school.

Next steps:

All staff need to carry out distributed leadership tasks as a way to develop the curriculum. These tasks need to reflect School Improvement Planning priorities and additional improvement tasks. (1) (2)

5. WORK IN PARTNERSHIP WITH OTHER AGENCIES AND OUR COMMUNITY

Focus on - needs of community, involvement with the community, external contributions across the curriculum, supporting vulnerable young people, effective transition arrangements, wraparound care, out of school learning, interagency working, joint planning and working, minimising barriers to joint working, minimising barriers to joint working, consultation and communication with partners. 4.1, 4.2, 8.1

Very good overall.

The school has established links with many groups in the community through its Enterprise, Science and ECO Schools work. Links had been made with Ineos - Grangemouth, Agilent Science, Burgh Beautiful, Linlithgow Tours, Low Port Centre and many more local businesses. These links had positively impacted on the pupil's learning experiences. All staff, including support staff, had been involved in running an after school club during the session for a variety of age groups in the school. Mrs Malone, the school's PE Specialist had greatly enhanced the provision of after school clubs. A few parents indicated a wish to see after school clubs for younger children next session. The school had built up links with other agencies during the session e.g. social work, health and the police to help better support the children and their families. All staff had been trained in child protection procedures this session, Mrs Stobie had been involved in Domestic Violence training and Miss Henderson had attended an Introduction to Children's Services in West Lothian. All staff work well with other agencies to support their children's learning e.g. Speech and Language Therapy, Support for Learning, Educational Psychologist.

Next steps:

The provision of after school clubs for younger children to be investigated. (2)

Further develop links with the local community through involvement in Breathing Places Project with Low Port Outdoor Education Centre. (2)

6. WORK TOGETHER WITH PARENTS TO IMPROVE LEARNING

Focus on - developing parental support for their children's learning, sharing information, parental contribution to school activities, support for parents, awareness of parents views, parental involvement in SIP. 2.2, 5.7

Very good overall.

Parents are very involved in the life and work of the school. Parents work alongside class teachers as parent helpers in classrooms and on educational visits. The school is well supported by the parent body and works well in collaboration with staff to ensure that the needs of all children are met. The Parent Council and Parent Teacher Association support the school well and support the work of the school. The Parent Council meet regularly to discuss the work of the school and any issues which arise. The PTA met regularly to discuss and organise social events. A very successful ceilidh and barbeque were organised by the PTA this session. The Supergrounds project which ran throughout this session has been very successfully led by parents and families. A number of families had worked at putting the plans into action which was very much appreciated by the whole school community. Parents were invited into the school on a number of occasions to discuss issues relevant to their child's education e.g. paired reading workshops, IPM workshops, sex education workshops, school camp evenings as well as Meet the Teacher evenings, formal parents evenings and an open evening. Parents were given information on their child's work during the school session through Personal Learning Plans, weekly updates on the school website class pages, Sharing the Big Picture, end of session reports, parent interview evenings, Meet the Teacher evenings and for children with additional support needs at review meetings and through Multi-Agency Support Plans. Leaflets on the teaching of maths and reading in Low Port Primary School were sent home during the session. All parents were sent an audit questionnaire in May 2008 to which there were 91 returns which is a 57% return rate. A significant number of parents asked for there to be two formal parent interview evenings in the coming session which has been incorporated into the calendar for Session 2008/2009. Some parents felt that they were unaware of the schools priorities for improvement and although parents are involved in helping the school as parent helpers the success of the Supergrounds project shows that the school needs to involve parents more in School Improvement priorities so as to make them more aware of the work of the school and to enhance the learning experiences of all children.

Next steps:

Make all parents aware of school improvement priorities for Session 2008/2009 and keep up-to-date with current developments. (1)

Involve parents, where appropriate in school improvement priorities e.g. active learning. (1)

School Improvement Workshops evening to be held during Session 2008/2009. (1)

Shared start/shared finish weeks to be incorporated into the school calendar. (1)

Change from one formal parent interview evening to two. (2)

7. REFLECT ON OUR OWN WORK AND THRIVE ON CHALLENGE

Focus on - continuous school evaluation of impact of classroom practice, response to external critique, innovative approaches, alertness to surprises or lapses, skills in problem solving, focus on solutions, collegiate working, joined up approach, shared knowledge, observation and mutual support, best practice and impact of CPD, range and use of sources of data and evidence. 3.1, 5.9, 7.2, 8.4

Satisfactory overall.

There is a monitoring programme in place in the school which is used by the Senior Management Team. Classrooms were visited throughout the session as part of this process. Learning and teaching was observed in line with school improvement priorities. Feedback was given to staff on areas of strength and areas for improvement. Pupils were invited to discuss aspects of the schools' work on a number of occasions. At these meetings samples of pupils' work was also observed. Although monitoring and evaluating was carried out by the SMT the schools' procedures for self and peer evaluation need to be developed in order that everyone in the school learns from each other. All staff took part in auditing the schools' capacity for improvement at the end of the session. All staff took part in cluster developments based on A Curriculum for Excellence. Some staff visited other schools and attended inservice training events during the session. Staff need to continue to use CPD opportunities to impact positively on the schools' improvement priorities and impact on learning and teaching practices.

Next steps:

Staff to be involved in self/peer evaluation throughout Session 2008/2009. (1)

Staff to be involved in in-depth monitoring procedures as part of the calendar for monitoring and evaluating the schools' improvement priorities.

(1)

CPD to be linked to school improvement priorities. (1)

8. VALUE AND EMPOWER OUR STAFF AND YOUNG PEOPLE

Focus on - developing and supporting skills and capabilities, high quality induction and professional development for staff, staff review, involvement and influence in planning improvement, pupil voice, recognising and praising excellent work, promoting creativity, problem solving and innovation. 3.1, 2.1, 5.5, 7.1, 7.3

Very good overall.

In almost all classes pupils are enabled to develop their skills and capabilities as learners. They understand the different ways in which people learn, including themselves, and are encouraged to extend their range of learning styles. Almost all staff demonstrate that they value young people's learning through the use of high quality learning materials and the delivery of high quality experiences. The skills and confidence of newly appointed staff were developed through planned programmes of induction. Mrs Stobie very effectively mentored the school's probationary teacher and encouraged him to develop his skills as an effective educator. Staff have access to senior managers and are able to discuss professional and personal concerns. Where appropriate, senior managers support staff with any issues arising. Staff need to be more involved in making decisions about the strategic and operational direction of the school through school improvement planning and curriculum development. Pupils are given many opportunities to be a part of the strategic direction of the school through participation on the Pupil Council, Webbies Group, Playground Friends, House Captains, Buddy/Chum systems and ECO Committee. Pupils' views are listened to and acted upon, where appropriate. Pupils are also encouraged to action their own ideas and to solve any real life problems that arise as a result of this. This gives the pupils the opportunity to develop a sense of ownership in the school and to be actively involved through having personal responsibility. This needs to be further developed with staff to ensure that they are all involved in the strategic direction of the school and develop a sense of ownership for school improvement priorities. Young people are encouraged to become involved in activities with the wider community, including organising competitions and participation in the arts and sport. The Pupil Council identified areas to work on next session, in particular, the development of Fair Trade initiatives in the school. A sample of pupils views were consulted in June 2008 on the schools' performance. The results of the consultation showed that the majority of pupils felt safe in the school, that they were aware of what to

do if they were having problems and that the school would help them if they needed it. All pupils sampled felt that the school addressed all of their concerns and that their views were taken into consideration. There is an ethos of achievement in the school which is the result of staff having high expectations of their own and the children's development. The school shares and celebrates success throughout the year through certificate awards based on the four capacities of A Curriculum for Excellence presented at assemblies, Leaf Awards from Support Staff, weekly sharing of special mentions at Check-In, class assemblies, external awards, participation in local events and through its promoting positive behaviour policy. All staff are encouraged to contribute to the development of good quality programmes and materials.

Next steps:

Staff to be involved in the strategic and operational development of the school through school improvement priorities. (1)

Staff to develop a greater sense of ownership and decision making through distributed leadership tasks and working group involvement. (1)

9. PROMOTE WELL BEING AND RESPECT

Focus on - ethos, development of the four capacities, health care and welfare of pupils, child protection, fairness and equality, effective communication, positive behaviour management and impact on learning, identification of pupil needs, integrated pupil support and inclusion, health promoting school. 2.1, 3.1, 5.6, 5.8

Very good overall.

There is a very good ethos in the school where learners are proud of their attainment and achievements. Work is displayed purposefully in the school with good use being made of the space available for this. All staff are committed and caring and use praise to promote positive relationships in the school which impacts positively on pupil's achievements. All pupils achievements are valued, recognised and celebrated through special mentions, achievement awards, participation in school and community events. All staff had completed training in West Lothian Council Child Protection procedures and are aware of the part they play in protecting young people from harm. Through the school's PSD programmes the children are given regular opportunities to discuss and reflect on equality, diversity and the importance of differences. Physical and human resources are of a very high quality and are allocated fairly to ensure equality of opportunity and access to the curriculum for all. The school actively encourages and supports learners to become active citizens within the school, local community and

wider community. All staff and pupils are aware of the schools Promoting Positive Behaviour programme and use these clearly and consistently with all learners. The Support for Learning Teacher works well with learners, teaching staff and parents to ensure that the needs of pupils with additional support needs are met fully within the resources that are available. The needs of all pupils are reviewed by staff regularly to ensure that they are being supported. The school has healthy living at its heart and has developed programmes to ensure that the children are given the appropriate levels of support to develop a healthy lifestyle. All staff regard the promotion of a healthy lifestyle as an important part of the children's education and look for opportunities to further enhance this. A very successful Health Week was organised by Mrs Stobie where the children were given the opportunity to access various health activities including, Salsa Dancing, Skipping Workshops, Relaxation Workshops and Sports Day.

Next steps:

Continue work towards Health Promoting School Level 3 Accreditation. (3)

Develop Games Crew initiative for the children to use in the playground. (2)

Set up systems to encourage staff to participate in health and well-being activities. (2)

Arrange for regular health checks to be available for all staff to access. (2)

10. DEVELOP A CULTURE OF AMBITION AND ACHIEVEMENT

Focus on - high expectations, recognising and rewarding success within and beyond the school, 'can-do' attitude, external awards, commitment to turning around the disaffected, enterprising attitudes and behaviour, enterprise education and business links, citizenship, creativity and innovation, residential experience. 1.1, 4.2, 5.5, 5.6

Very good overall.

There is an ethos in the school which promotes a culture of high expectation in terms of learning and behaviour. All staff are committed to the development of young people as learners and share a common understanding of their collective responsibility for promoting positive relationships and behaviour so that all children can learn. All staff use praise well to recognise pupil achievements and give children advice on how to improve. Staff know their pupils well and ensure that their learners have high expectations on what they need to do to improve and to encourage them to have high aspirations for themselves. Staff take on board the views of partner agencies who observe the children both in and out of school. Staff have begun to use tracking information to assess where their pupils are and to use this to inform next steps in learning. A number of staff use

imaginative and innovative practice to challenge the learning of pupils. This needs to be more consistent across the school. The school encourages its learners to develop enterprising attitudes to all that they do in school. The children have participated in a number of enterprising activities throughout the year, for example, P5 made a DVD with West Lothian Works, A DVD of the schools Winter Extravaganza was produced by Mr Anderson and sold to parents, P6 organised the Supergrounds Opening Garden Party which was very successful, the House Captains organised a very successful Obstacle Course to raise money for Sports Relief, P1 organised a very successful Grandparents Afternoon and P2 organised a very successful Daffodil Tea for parents. Mr Anderson (class teacher), Mr Forsyth (parent) and Ms McRobbie (parent) have been awarded Enterprise Awards on behalf of West Lothian Council for their work in developing enterprising attitudes with the children in the school. Most staff used a variety of innovative and creative approaches to teaching and learning which encourage the learners to take risks and evaluate their own learning. Pupils are encouraged to develop enterprising attitudes to their learning through enterprise activities, ECO activities, Pupil Council activities, House Captain activities, thus enabling them to develop citizenship skills which will support them in developing skills to become lifelong learners.

Next steps:

Continue to develop enterprising activities in the school. (3)

WHAT IS OUR CAPACITY FOR IMPROVEMENT?

"We are confident that the evidence and evaluations to date indicate that:

- overall, improvements have been made to achieve key outcomes and to meet the needs of almost all learners, but we need to continually look for new, innovative and creative approaches to meeting the learning needs of all learners;
- we need to continue to develop the schools ICT capacity to ensure that our learners are given the best opportunity to develop skills for life in an ever changing society;
- we need to continue to develop learning and teaching styles to encourage children to become actively involved in their learning and continue to promote the highest levels of attainment and achievement;
- we need to further develop self-evaluation procedures in order that we are aware of what our strengths are and areas for improvement;
- overall, we have demonstrated that we have made good progress in our capacity for improvement."

IMPROVEMENT PRIORITIES (SESSION 2008-2009)

The following priorities for improvement have been identified within the above report.

Priority 1

To further develop active learning approaches to learning and teaching by:

- (1) improving provision for active learning approaches to teaching and learning in the school
- (2) continuing to improve learning environments which promote active learning
- (3) informing parents of developments in active learning and the changing national agenda

Priority 2

To develop ICT capacity in the school to enhance pupil experiences and learning and teaching by:

- (1) further developing the use of ICT in the approach to learning and teaching
- (2) involving and informing parents of developments in ICT
- (3) updating policy in line with current practice

Priority 3

To use self-evaluation and continuing professional development to increase the school's capacity for improvement

To monitor and track pupil progress to ensure that pupils are meeting their full potential by:

- (1) using self-evaluation to increase the schools capacity for improvement
- (2) self evaluation being linked to school improvement priorities
- (3) all staff using tracking procedures to set correct line of expectation for pupils

Attainment (HGIOS)

We judge the overall quality of attainment to be excellent.

Levels of attainment have remained exceptionally high over the last three years with a significant number of pupils attaining levels which are above the appropriate national levels. This can be seen in the table below:

Area	Result 05-06	Result 06-07	Target 07-08	Actual Result 07-08
Reading	95%	96%	95%	95%
Writing	96%	90%	94%	94%
Maths	95%	92%	96%	98%

School Achievements 2007/2008

The school have had many achievements during the school year. They are as follows:

- Rugby Festival - Primary 7 - September 2008
- Botanic visit - Primary 5 - September 2008
- Japanese visitors - September 2008
- Robinwood - Residential visit - Primary 6 - September 2007
- MacMillan Coffee Morning - September 2007
- Health Promoting Schools Stage 2 Accreditation - September 2007
- P2/1 visit to Ineos Grangemouth - October 2007
- ECO Week - October 2007
- Raising of 2nd Green Flag - October 2007
- Dynamic Earth visit - Primary 6 - October 2007
- Book Week - author visits
- Book Night - All classes had a stall - Enterprise
- Children in Need - Penny Trail/Dress Down Day - November 2007
- Nativity and Christmas Concert in St. Michaels Church - December 2008
- Winter Extravaganza - Whole School Show at Linlithgow Academy - December 2007
- Snowman Outing - whole school - December 2008
- West Lothian Works - Primary 5 - January to April 2008
- Radiowaves - Primary 5 - January to April 2008
- Ragbag Collection - January 2008
- PTA Ceilidh - February 2008
- Scots Week - January 2008
- French Week - February 2008
- UNICEF Day for Change - February 2008
- Handball Tournament - Primary 6 - February 2008
- Grandparents Day - Primary 1 Enterprise - February 2008
- Water Pumps Fundraiser - February 2008

- Scottish Parliament visit - Primary 7 - March 2008
- Winnie visit - February 2008
- Daffodil Tea - Primary 2 Enterprise - March 2008
- Athletics Festival - Primary 5 - March 2008
- Boness and Kinnell visit - Primary 4 - March 2008
- BBC cameras at school for Sports Relief - Primary 3
- Hockey festival - primary 7 - March 2008
- Sports Relief - Obstacle Course run by House Captains - March 2008
- P2/3 visit to Almondell - March 2008
- Swimming - Primary 4 & Primary 5 - April - June 2008
- PTA BBQ at Beecraigs - May 2008
- Dalguise - Primary 7 Residential Visit - May 2008
- P2 visit to St. Michaels Church - May 2008
- Train to Boness - educational visit - Primary 1 - May 2008
- Netball Festival - Primary 7 Girls - May 2008
- Football Tournament at Springfield Primary School - Primary 4 - June 2008
- P7 visit to Time Capsule - June 2008
- West Lothian Young Writers Competition - June 2008
- Art Exhibition at Linlithgow Academy - Primary 7 - June 2008
- Vane Farm visit - Primary 4 - June 2008
- George Allan Memorial Football Tournament - June 2008
- Supergrounds Celebration Garden Party - Primary 6 Enterprise - June 2008
- Spanish visitors - June 2008
- RSPB Link Teacher visit - Primary 4
- Hearing Dogs - Primary 7
- West Lothian Swimming - Primary 6 & Primary 7
- Hopetoun House visit - Primary 5
- German Orchestra visit to Linlithgow Academy
- Helping Paws Competition for Dog Show
- Christmas Card Competition
- Marches Magazine Writing Competition
- First Aid Training for all teaching staff
- Lantern Making for Advent Fair - Primary 6 Enterprise
- Agilent Science workshops - Primary 5, 6 & 7
- Mr Anderson - Enterprise Champion Award
- Mr Forsyth - Enterprise Champion Award
- Ms. McRobbie - Enterprise Champion Award