

**Low Port Primary School**



**PROGRESS  
REPORT FOR  
SESSION 2024/25**

**(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 reopening as a primary school in 1973. In 2024, we celebrated our school's 50<sup>th</sup> Anniversary. 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 198 children across 8 classes. 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, two Depute Head Teachers and two Principal Teachers who work across the collaborative model with Springfield Primary School. There are 11 class teachers, and our Principal Teacher oversees and delivers Support for Learning. 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 2024/25, what the impact has been and what our next steps will be to continue to address these priorities in session 2025/26.

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/national-improvement-framework-drivers-of-improvement/>

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?

### 1. To improve children and young people's health & wellbeing

#### Our measurable outcome for session 2024/25 was to:

Children will benefit from improved systems to identify needs, track and monitor interventions and impact

Children will benefit from a robust tracking and monitoring system to support and ensure achievement for all

NIF Driver(s):

- ☒ School and ELC Improvement
- ☒ School and ELC Leadership
- ☒ Teacher and Practitioner Professionalism
- ☒ Parental Engagement
- ☒ Curriculum and Assessment
- ☒ Performance Information

### We have made good progress.

#### What did we do?

- Alongside staff, pupils and parents/carers updated Positive Relationship Policy.
- Staff professional learning on promoting positive relationships.
- Tracking system implemented for needs identified through Trusted Adult and Daily Check In conversations, tracking support and impact through weekly monitoring and termly Excellence and Equity meetings.
- From pupil HWB survey, tracking of key themes, and evidence of impact through whole school action plan.
- From pupil HWB survey, tracking of SHANARRI Wellbeing Indicators key themes showed that *nurtured*, *respected* and *included* were areas of focus. An action plan for each was devised and impacted pupils positively e.g.
  - Tulip Project, led by HWB Pupil Parliament.
  - The Participatory Budget group introduced sensory baskets in each classroom.
  - Our Inclusion Ambassadors carried out an annual audit using the Inclusive Classroom Checklist and created next steps. This included every class being asked to create a calm corner.
  - We worked with all stakeholders to redesign and make sports day more inclusive.
- Monitoring and tracking system devised to promote achievement for all, tracking a child's achievement over their time at primary. This has been piloted at P6 stage and will be reviewed and rolled out across all stages next session.
- We collated evidence and shared with our Local Authority as part of a HWB 3.1 review.

#### Evidence indicates the impact is:

- Most children said they learn about their rights at school.
- Rights based approach evidenced in planning (HWB planners), classroom visits and everyday interactions. This is positively impacting on children who are very articulate about what rights are and how they live these at Low Port and the wider world.
- Almost all (96%) pupils self-report positively (green) using the wellbeing indicators each term.
- Most pupils report 4 and above during daily check ins using the 5-point scale.
- Trusted Adult conversations are beginning to be tracked with evidence of support and impact through school reporting procedures.
- HWB action plans demonstrate that 95% of pupils report they feel nurtured which has increased from the start of the year.
- Most staff felt sports day was more inclusive and the majority of parents felt it was more inclusive.
- HWB Family Learning toolkit has been viewed 1010 times, showing families are using this to support wellbeing at home.
- 67% of families rated our HWB family learning calendar 4 or 5 stars.
- 100% of staff report improved understanding of the Positive Relationship Policy and almost all feel confident in applying this.

<p><b>2. To raise attainment, especially in literacy and numeracy</b></p> <p><b>Our measurable outcome for session 2024/25 was to:</b></p> <p>Learners' experiences will be improved through increased consistency in quality learning, teaching and assessment approaches through agreed Visible Consistencies</p>	<p><b>We have made good progress.</b></p> <p><b>Visible Consistencies - What did we do?</b></p> <ul style="list-style-type: none"> <li>• Created policy/framework for Learning, Teaching and Assessment (LTA) with all staff. This has promoted a consistent approach across the school.</li> <li>• All staff engaged in a professional enquiry, sharing learning at our February In-service Day marketplace.</li> <li>• Staff chose a professional learning group to be part of and researched a chosen Visible Consistency. Each group created a bank of research that can be used by all staff and has been included as appendices of LTA Policy.</li> <li>• Each professional learning group created a spotlight paper showing what their Visible Consistency looks like in practice. This has useful links and allows all staff to have a quick reference guide, promoting consistency and high expectations.</li> <li>• In February, we hosted a Learning Marketplace during our Inset Day, where staff shared the findings and impact of their practitioner enquiries. This event celebrated professional learning and supported cross-stage and school (Springfield PS) collaboration.</li> <li>• All staff over Low Port and Springfield took part in Connected Quality Improvement – Trio Lesson Study linked to Visible Consistencies This encouraged professional dialogue around moderation, approaches, teacher professional judgement and allowed staff to share good practice.</li> <li>• To promote our Visible Consistencies, a school display was created, and each class has the 5 Visible Consistencies on show to use as an aid to refer to when teaching and learning. A staff practitioner enquiry display was created.</li> <li>• Throughout the year, assembly focus on each Visible Consistency which further developed understanding.</li> <li>• Learning and Teaching Pupil Parliament group promoted each of the 5 Visible Consistencies during assembly and supported in providing examples of these in action to the rest of the children.</li> <li>• Staff developed VC 2 - to create a new lesson structure. This included devising BIG questions. These questions are used for children and staff to refer to when engaging with phases of the newly created lesson structure. This has allowed for a shared language of learning to be used consistently throughout the school.</li> <li>• Learning and Teaching Pupil Parliament group created a video to explain the use of the 'BIG Questions' which emerged through VC 2 They gave examples of how the big questions were used in their classrooms and simplified these concepts for peers.</li> <li>• Senior Leadership Team, staff and pupils engaged in Quality Improvement linked to Visible Consistencies – See It, Hear It, Feel It walkthroughs. This supported quality dialogue and has led to building capacity with stakeholders.</li> </ul> <p><b>Visible Consistencies - Evidence Indicates:</b></p> <ul style="list-style-type: none"> <li>• Through quality improvement activities, it is evident that the Visible Consistencies have supported a culture of continuous improvement, informed by evidence, and grounded in shared values and practice.</li> <li>• All staff engaged in and completed a practitioner enquiry, supporting professional growth and evidence-informed practice.</li> </ul>
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All learners will engage in quality dialogue at school about their learning and targets in Literacy, Numeracy and Health and Wellbeing. Opportunities will also be provided to encourage this dialogue at home

- A bank of research and spotlight papers was created and is available for each Visible Consistency, promoting shared understanding and reference for ongoing improvement.
- 90% of staff self-reported as green in increased understanding of the Visible Consistencies.
- 100% of staff report an increased knowledge related to Visible Consistencies and their impact on learning and teaching.
- Connected Quality Improvement: Lesson Study Trio demonstrated a positive impact on the quality and depth of learning experiences, with evidence of up-levelled lessons, underpinned by research-informed strategies.
- Most learners can describe what the Visible Consistencies are and how they relate to their classroom experience.
- Almost all Pupil Parliament members can articulate what each Visible Consistency looks like in action, showing deep engagement with school improvement priorities.
- The school-wide Visible Consistency display clearly shows the research undertaken by staff and the practical impact on classroom approaches.
- “See It, Hear It, Feel It” walkthroughs showed improvements in practice aligned to the Visible Consistencies.

#### **Profiling - What did we do?**

- Drawing on feedback from staff, learners, and stakeholders, we developed updated guidance to support consistency and effectiveness across the school. This guidance was shared with parents and carers to strengthen our partnership in supporting pupil progress.
- Opportunities for conversations around Literacy, Numeracy, and Health and Wellbeing have been embedded within classroom routines and learner conversations, fostering a deeper understanding of individual progress and next steps. This will be further embedded next session.
- Collaboration has also been a significant driver of improvement. Our P6 team has worked in partnership with colleagues across the Big Attainment Group to share practice and evaluate the impact of learner dialogue strategies.

#### **Profiling - Evidence indicates:**

- 74% of pupils feel confident in their understanding of profiling, while 26% identify areas for further development. No pupils reported a lack of understanding.
- 87% of pupils feel confident or extremely confident about setting targets in their learning, with a small proportion (13%) identifying as neutral, and none reporting a lack of confidence.
- 83% of pupils feel confident or extremely confident in evaluating their targets, while 17% are neutral. There are no pupils who reported a lack of confidence.
- 88% of staff feel secure in their knowledge of profiling.
- 63% of staff feel confident in profiling, with 37% developing confidence.
- Almost all staff reported that learner conversations, target setting, and sharing with parents/carers are the most impactful aspects of profiling. Learner conversations are valued for encouraging pupil

<p>All learners will experience high quality learning and teaching in numeracy and mathematics</p> <p>NIF Driver(s):</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> School and ELC Improvement</li> <li><input checked="" type="checkbox"/> School and ELC Leadership</li> <li><input checked="" type="checkbox"/> Teacher and Practitioner Professionalism</li> <li><input checked="" type="checkbox"/> Parental Engagement</li> <li><input checked="" type="checkbox"/> Curriculum and Assessment</li> <li><input checked="" type="checkbox"/> Performance Information</li> </ul>	<p>reflection, ownership of learning, and making progress more visible over time.</p> <p><b>Numeracy - What did we do?</b></p> <ul style="list-style-type: none"> <li>Our Numeracy Staff Champ has taken a leading role in further embedding and disseminating <i>Building Thinking Classrooms</i> approaches at P1, 2, 3, 6 and 7. Through modelling effective practice, leading professional discussions, and supporting peer implementation, they have helped create more collaborative, engaging, and thinking-rich environments in numeracy. This work has strengthened consistency in pedagogy, increased learner engagement, and supported the development of higher-order thinking skills across stages.</li> </ul> <p><b>Numeracy - Evidence indicates:</b></p> <ul style="list-style-type: none"> <li>70% of staff feel very confident in understanding pedagogical approaches to task design (Building Thinking Classrooms) in numeracy and maths, with 30% feeling somewhat confident.</li> <li>60% of staff felt somewhat confident and 40% very confident in pedagogical approaches to task design in Building Thinking Classrooms in numeracy.</li> </ul>
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<p><b>3. To close the attainment gap between the most and least disadvantaged children</b></p> <p><b>Our measurable outcome for session 2024/25 was to:</b></p> <p>Children and families will be supported by reduced costs, promoting equity</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><b>We have made good progress.</b></p> <p><b>What did we do?</b></p> <p>The school was awarded £8777 of Pupil Equity Funding (PEF).</p> <p>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. 7 priorities were planned and 85% of these priorities were fully achieved.</p> <p>PEF was used effectively to fund a pupil support worker to develop staff knowledge and understanding of Numeracy supports, use targeted interventions to raise attainment in literacy and numeracy, promote positive wellbeing for targeted pupils and provide opportunities of success and achievement for targeted pupils.</p> <p>Interventions this year have focussed on:</p> <ul style="list-style-type: none"> <li>• Providing training opportunities for Pupil Support Worker (PSW) to develop knowledge and understanding of numeracy intervention approaches.</li> <li>• PSW to run intervention with targeted learners.</li> <li>• Implement additional wellbeing interventions with targeted learners.</li> <li>• Implement Pupil Parliament groups to provide opportunities for increased roles and responsibility,</li> </ul> <p>Examples include:</p> <ul style="list-style-type: none"> <li>• Staff training to implement SEAL numeracy support with individual learner.</li> <li>• Weekly spelling and digital support sessions.</li> <li>• Pupils identified for pupil leadership role.</li> <li>• Weekly sessions within a small group setting, participating in games/tasks/activities to develop confidence - Kids Gone Wild.</li> <li>• Weekly targeted numeracy interventions for identified pupils.</li> </ul> <p><b>Evidence Indicates that:</b></p> <ul style="list-style-type: none"> <li>• Almost all pupils reported an improvement in their ability to work collaboratively, with three pupils noting a shift from 'sometimes' to 'all the time' in their confidence to work with others after attending 'Kids Gone Wild'.</li> <li>• Children who participated in Lego Therapy now demonstrate increased engagement in class and require no additional support for morning transitions, indicating enhanced emotional resilience.</li> <li>• The use of both the SEAL planners and overlearning of mental strategies has allowed identified pupils to progress beyond expected attainment levels and are now tracking above national expectations.</li> <li>• Identified pupils increased their ability to confidently and, with increased independence, write sentences using digraphs.</li> <li>• All pupils were actively involved in a pupil decision making group, showcasing their engagement in the decision-making process.</li> <li>• A PSW completed SEAL training until October 2024 and subsequently successfully implemented all Numeracy interventions this academic year.</li> <li>• All pupils have significantly extended their use of digital tools in the classroom. This is evident in their weekly extended writing lessons, where digital tools are utilised collaboratively.</li> </ul>
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- Pupils reported a greater confidence in their digital skills, moving from an average of 3 stars to 4 stars out of 5 in learner surveys.

**Cost of the School Day (COSD)/Participatory Budget – What did we do?**

- Increase in communications to ensure families are informed about available support services.
- Sustainable school uniform available in school foyer. Second hand uniform available at parental events.
- September Swishing event was an opportunity for parents/carers to access second hand uniform, Halloween costumes, Christmas jumpers, winter jackets. Local community groups supported event, local food pantry, Credit Union etc.
- Implemented Fidget boxes with new resources in each class to support emotional regulation of pupils with Participatory Budget.

**COSD - Evidence indicates that:**

- 61% of pupils have used the Fidget Box in their classroom.
- 75% of pupils use the Fidget Box either weekly or daily, indicating it is a regularly used resource in most classrooms.



<p><b>4. To improve employability skills, and sustained, positive school-leaver destinations for all young people</b></p> <p><b>Our measurable outcome for session 2024/25 was to:</b></p> <p>Children will continue to develop their meta-skills</p> <p>Children will experience learning opportunities in our community, working with partners</p> <p>NIF Driver(s):</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> School and ELC Improvement</li> <li><input checked="" type="checkbox"/> School and ELC Leadership</li> <li><input checked="" type="checkbox"/> Teacher and Practitioner Professionalism</li> <li><input checked="" type="checkbox"/> Parental Engagement</li> <li><input checked="" type="checkbox"/> Curriculum and Assessment</li> <li><input checked="" type="checkbox"/> Performance Information</li> </ul>	<p><b>We have made good progress.</b></p> <p><b>What did we do?</b></p> <ul style="list-style-type: none"> <li>Reviewed planning formats in numeracy and Fun 31 to include meta skills.</li> <li>Tracked partnerships in community in Fun 31 planners.</li> <li>Created a directory of partnerships that can be used in learning and teaching.</li> </ul> <p><b>Meta - Skills Relaunch:</b></p> <ul style="list-style-type: none"> <li><b>Pupil Parliament:</b> Pupil Parliament group led the relaunch of meta-skills, with each skill represented by an animal that exemplifies the trait in its natural environment (e.g., curiosity represented by a cat).</li> <li><b>Pupil Survey Initiative:</b> A survey was conducted among pupils to determine the suitable animals and names for each meta-skill.</li> <li><b>Skills Story Development:</b> A narrative titled "Low Ports Skills for Life" was created and used to launch to the entire school, introducing the characters associated with each meta-skill.</li> <li><b>Structured Skill Introduction:</b> A progression of skills was introduced every four weeks, incorporating Fun 31. This will continue into next session.</li> <li><b>Visual Aids Implementation:</b> Visual aids have been designed for all classes and have been embedded into the lesson framework to support the teaching of meta-skills.</li> <li><b>Communication with Parents:</b> The launch of the skills initiative was communicated to parents through a weekly newsletter and demonstrated during Sharing the Learning events throughout the year.</li> <li><b>Progression Framework:</b> The meta skills were structured to demonstrate progression from Early to Second level, incorporating the vocabulary from Skills Development Scotland. Skills are incorporated into our new lesson structure format in every class.</li> </ul> <p><b>Evidence Indicates that:</b></p> <ul style="list-style-type: none"> <li>When asked, 100% of our partners felt their roles and responsibilities were clearly defined within our partnership and they were kept up to date with any changes in the school which may affect the service they delivered.</li> <li>100% of partners felt they had effective partnership working with our school.</li> <li>91% of pupils feel confident in their knowledge of the Low Port Skills for Life.</li> <li>57% of pupils reported using their skills daily in learning, while 43% use them weekly.</li> <li>80% of staff feel confident in planning for meta skills.</li> <li>30% of staff feel confident in assessing meta skills.</li> </ul>
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### ***Attendance and exclusion data***

Attendance has been consistently high over the last session. Incidents of lateness are also very low. Promoting and improving attendance and lateness remains a key priority, as we recognise its direct impact on attainment, engagement, and wellbeing. Targeted interventions and strengthened monitoring systems have been implemented to support improved attendance rates. There have been no exclusions this session.

### ***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 drive School Improvement Priorities and facilitate social and fundraising events.

There is a strong commitment to engaging parents/carers and stakeholders in our ongoing improvement journey. Regular consultation opportunities, including surveys, parent forums, and targeted feedback sessions, ensure that the voices of parents, carers, and community partners are actively sought and considered in planning priorities. There is evidence that stakeholder feedback informs aspects of school improvement planning, particularly in areas such as wellbeing and transition. Reporting on school performance is transparent and accessible, with clear summaries of school improvement and wider achievement shared through a weekly newsletter. This open approach fosters a collaborative ethos and has built trust, supporting a shared vision for continued improvement.

### **Our Wider Achievements this year have included:**

- High levels of pupil and family participation in Linlithgow Gala Day with our school being awarded first place in the Gala Day parade.
- Significant success at local and national ski competitions.
- Regular engagement with a range of local community organisations such as St Michael's Church, Historic Scotland, Rangers Service, Care Home and Far from the Madding Crowd Book Shop.
- Planting in local area with Burgh Beautiful.
- Partnerships with West Lothian College and Linlithgow Academy to deliver sports such as rugby.
- Partnership with the Rotary Club to look at the issue of littering in Linlithgow, including litter picks.
- A range of author visits in partnership with local bookshop.
- Excursions in the local area to support learning and teaching, including classes visiting our local library.
- Highly successful online Nursery-P1 transition events, liaising with local nurseries.
- F1 competition, winning at cluster level then attending Nationals with Springfield PS.
- F1 fundraising efforts and joint after school club with Springfield PS.
- P6 camp.
- P7 joint camp with Springfield PS, promoting relationships for transition.
- P3 and P4 Daffodil Tea.
- P5 and P6 school show – Lookin Good Robin Hood.
- P1 and P2 Nativity in St Michael's Church.
- STEM zone launch with families invited in to take part in workshops and activities.
- Euro Quiz.

- Joint after school writing club with Springfield PS – The Scribblers. Producing pieces to be published in local magazine.
- A range of tournaments including cluster football tournaments and the Roundtable and George Allan. P7 making it to the final of the Roundtable and winning the George Allan.
- A range of pupil leadership opportunities, including Pupil Parliament, Numeracy, Literacy and HWB Champs, Participatory Budget group.
- A range of successful parent/carer events, including Sharing the Learning, class assemblies, P7 leavers and Christmas Fayre.
- September Sustainability event, working with a range of partners to promote Cost of the School Day and equity.
- Whole school Spring picnic, run by FLPPS. Other FLPPS events and activities include discos, Boo Hoo breakfast, sustainable uniform stall available at reception and events.
- Individuals taking part in LA dance and LAMP junior.
- P6 pupil starring in Tiddler production on BBC in December.
- Bikeability.
- A successful Validated Self-Evaluation (VSE) Council visit in February this year which corroborated our robust self-evaluation position.
- A 3.1 Health and Wellbeing thematic review from the Council in February which highlighted our highly effective practice in HWB and inclusion. This review validated our position of 'very good' using HGIOS quality indicators.

**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? 4<sup>th</sup> Edition, Education Scotland 2015 and How Good is Our Early Learning and Childcare? 2016)