

Springfield Primary School and Bonnytown Early Learning and Childcare Setting



PROGRESS REPORT FOR SESSION 2024/25

(Standards & Quality Report)

141 Springfield Rd

Linlithgow

EH49 7SN



ABOUT OUR SCHOOL

Springfield Primary is a non-denominational school with a roll of 293 primary children as of June 2025. The school is joined with Bonnytown ELC, based in a separate building on the grounds. The ELC provides early learning and childcare for 66 children over the course of the week.

The school building offers semi open-plan accommodation and a couple of years ago celebrated its 40th anniversary. The school is attached to a community wing which is supported by its own management committee who deal with lets. This is well used by a range of groups in the local community. The school benefits from large playing fields.

The Senior Leadership Team (SLT) currently comprises a Head Teacher, two Depute Head Teachers and two Principal Teachers, working as part of a Collaborative Leadership Model, formed in April 2023 with Low Port Primary School. There are 13 classes, with 19 class teachers and 1 part time Support for Learning teacher. The school benefits from STEM and Music specialists. Brass and strings music tuition is provided to children from P5-7. Learning and teaching are further enhanced by a team of Pupil Support Workers who support learning in class and in the playground. The team in the school office comprises an Administrative Assistant and Clerical Assistant, both part time.

Our ELC is supported by 2 Early Years Officers. There are currently 6 Early Years Practitioners and 4 Pupil Support Worker.

Engagement of learners is high which is reflected in attainment data. The school and ELC have a supportive Parent Council and PTA who work closely with the school to improve outcomes for learners. There is a supportive parent body and attendance at events is high. Links with the local community permeate the curriculum. The school has good relationships with the Cluster Schools and local Church.

The school runs a very successful Breakfast Club which is well attended by children. There are a large number of free after school clubs offered for P1-7 children. These are run by staff and volunteers and are well attended.

Our aspirational vision, core values and sense of community with all stakeholders continues to be strong and underpins all we do.

Spring Forward in Learning and Life

‘Becoming, Belonging, Believing.’

Our Values

Resilient, Kind, Inclusive, Respectful, and Confident

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/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>PRIORITY 1 Improvement in all children and young people's wellbeing</p> <p>Our measurable outcome for session 2024/2025 was to...</p> <p>All staff increase their understanding of UNCRC and how this permeates the curriculum, in order for all children to learn about their rights, with a rights-based approach at the heart of planning, decision making and practice</p> <p>All children are supported with their HWB fully through robust tracking and monitoring to ensure impact</p> <p>NIF Driver(s): <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 type="checkbox"/>Parental Engagement <input checked="" type="checkbox"/>Curriculum and Assessment <input checked="" type="checkbox"/>Performance Information</p>	<p>We have made very good progress. What did we do?</p> <ul style="list-style-type: none"> • Raised awareness of UNCRC for staff, children and families through establishing consistent approaches from ELC to P7 • Staff and pupil working party developed links with UNCRC and Sustainable Development Goals in curriculum • Approaches included RRS language incorporated into planning documents and lesson structure templates, introduced Philosophy 4 Children lessons. Right of the Month, monthly BIG questions and activities shared with families through newsletter to extend at home • The environment was developed e.g. ELC/class charters, Rights displayed in environment for discussion prompts • Staff, parents/carers and pupils led our discussion, evidencing our journey which led to achieving our RRS Silver Award • 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 Indicator key themes showed that <i>nurtured</i>, <i>respected</i> and <i>included</i> were areas of focus. An action plan for each was devised and impacted pupils positively e.g. <ul style="list-style-type: none"> - Tulip Project, led by HWB Pupil Parliament - The Participatory Budget group developed the outdoor Nurture Shed - 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 to all stages next session • Collated evidence and shared with our Local Authority as part of a HWB 3.1 review <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Achieved UNCRC Silver Award, with assessors acknowledging important key strengths. Advised to progress for our Gold Award • 98% of children said they learn about their rights at ELC/school • Questionnaires completed by stakeholders shows an increase in understanding and awareness of UNCRC • Rights based approach evidenced in planning (HWB and consultative 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 Springfield and the wider world

	<ul style="list-style-type: none"> • 81% of children talk about rights at home with their families. This has increased from parents/carers reporting that no conversations took place at home in session 23-24. • Almost all (>97%) 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 more robustly with evidence of support and impact through school reporting procedures • HWB action plans demonstrate that 96% of pupils report they feel <i>nurtured</i> which has increased from the start of the school session • Positive feedback from children and families suggest that most thought sports day was more inclusive • 100% of staff and parents felt sports day was more inclusive • 100% of staff report that they feel confident in applying the new Positive Relationship Policy
<p>ELC PRIORITY 1</p> <p>Improvement in all children and young people's wellbeing</p> <p>Our measurable outcome for session 2024/25 was to...</p> <p>Children will benefit from a robust tracking and monitoring system</p> <p>For children and families to develop a deeper understanding of UNCRC and the wellbeing indicators</p> <p>For children to develop a deeper understanding of risk and safety</p> <p>For children and families to be fully supported and informed to improve their health and wellbeing</p>	<p>We have made very good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Embedded a rights-based culture across ELC by having a UNCRC focus through the 'Right of the Month' • Revisited wellbeing indicators with children and made use of wellbeing indicator stickers • Expanded our use of SIMOA by introducing 'safety and risk together' sessions, SIMOA child leaders and an elephant mascot visible in play areas alongside child-friendly risk assessments • Created a HWB family calendar offering virtual and in-person sessions shaped by parent/carer feedback. Family learning toolkit was updated throughout the year so parents could access materials at any time • Increased frequency of key worker drop-ins to review personal plans and HWB targets with families <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Almost all children (98%) know that they have rights and learn about these at ELC/school • UNCRC Floorbook show children's voice and learning about rights • Most children (84%) can identify the wellbeing indicators and share how they demonstrate these • Our evidence pack met the criteria for the UNCRC Silver Award, and we achieved our silver award • Most children (80%) can recognise SIMOA and carry out simple risk assessments • HWB Family Learning toolkit has been viewed 1010 times, showing families are using this to support wellbeing at home. Most families (86%) rated this 4 or 5 stars • Almost all (93%) families rated our HWB family learning calendar 4 or 5 stars • Almost all families who attended family learning sessions reported positive feedback

<p>PRIORITY 2 Raise attainment for all particularly in literacy and numeracy (universal):</p> <p>Our measurable outcome for 2024/25 was to...</p> <p>Learners' experiences will be improved through increased consistency in quality learning, teaching and assessment approaches through agreed Visible Consistencies</p>	<p>We have made very good progress. What did we do?</p> <p>Visible Consistencies:</p> <ul style="list-style-type: none"> • Created policy/framework for Learning, Teaching and Assessment (LTA) with all staff. This has promoted a consistent approach across the school • All staff engaged in a professional enquiry, sharing at our February In-service Day marketplace • Staff chose a staff 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 in our LTA Policy • 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 • 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 (Low Port PS) collaboration • All staff over Springfield and Low Port 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 • To promote our Visible Consistencies 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 • Throughout the year, there has been an assembly focus on each Visible Consistency which further developed understanding • Staff developed VC 2- to create a new lesson structure. This included devising BIG questions. These are questions 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 • Learning and Teaching Pupil Parliament group created a video to explain the use of the 'BIG Questions' which emerged through Visible Consistency 2. They gave examples of how the big questions were used in their classrooms and simplified these concepts for peers • 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 further building capacity with stakeholders <p>Evidence indicates that:</p> <ul style="list-style-type: none"> • 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 • All staff engaged in and completed a practitioner enquiry, supporting professional growth and evidence-informed practice • A bank of research and spotlight papers was created and is available for each Visible Consistency, promoting shared understanding and reference for ongoing improvement • 75% of staff self-reported a green rating for their increased understanding of the Visible Consistencies
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<p>☑Curriculum and Assessment</p> <p>☑Performance Information</p>	<ul style="list-style-type: none"> 55% of staff felt somewhat confident and 18% very confident in pedagogical approaches to task design in Building Thinking Classrooms in numeracy
<p>ELC</p> <p><u>PRIORITY 2</u></p> <p>Raise attainment for all particularly in literacy and numeracy (universal):</p> <p>Our measurable outcome for session 2024/25 was to...</p> <p>To develop high quality learning, teaching and assessment experiences, rich in literacy, numeracy and digital</p> <p>To increase pupil attainment in literacy, numeracy and HWB to ensure 85% of all children are making steady progress</p> <p>To increase opportunities for pupils to lead their own learning and ensure 85% of children show 4/5 on Leuven Scale of Engagement</p>	<p>We have made very good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> Formed three staff working parties to drive Visible Consistencies All practitioners engaged in a practitioner enquiry based on their working party group and needs of the setting these included: <p><u>Positive, nurturing play and learning environment</u></p> <ul style="list-style-type: none"> Development of the nurture/sensory room Created a music area to support learning in literacy <p><u>All children are supported and challenged</u></p> <ul style="list-style-type: none"> Introduced different languages to ELC environment and experiences to support EAL learners Interventions for literacy and numeracy based on tracker data <p><u>All children are engaged and lead their learning</u></p> <ul style="list-style-type: none"> Developed confidence during mealtime experience Involved children in decisions about their food choices during mealtimes to improve engagement <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> Audits show improvement in rich environments and quality of provocations across ELC environment WL Tracker shows average number of children achieving expected progress in Literacy (81%) (up by 12% from last session) and Numeracy (83%) (up 8% from last session) HWB (85%) (up by 10% from last session) SeeSaw quality assurance sampling confirms most posts show alignment between planned learning and observations Leuven Scale shows almost all 86% of children scored 4/5 for involvement in the ELC environment Learning wall display, floor books and planners evidence increase in authentic pupil voice Most children can confidently explain how they lead their learning e.g. choosing resources, planning together with staff, risk assessment and extending play themes, together time Observations of children using the sensory/nurture room showed increased levels of regulation when using the sensory room Children observed showed an increased involvement in mealtime experiences from 2 on Leuven scale to 4/5 WL trackers show music intervention and area have improved children able to listen and identify words that rhyme from 39% achieving expected level at the start of year to 72%

<p>PRIORITY 3 Tackling the attainment gap between the most and least advantaged children (targeted):</p> <p>Our measurable outcome for session 2024/25 was to...</p> <p>To broaden practitioner and staff knowledge of the financial challenges families face and how schools can make a difference, reducing costs and promoting equity.</p> <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 very good progress.</p> <p>What did we do? The school was awarded £16, 871 of Pupil Equity Funding (PEF).</p> <p>The West Lothian 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.</p> <p>6 priorities were planned and 66% of these priorities were fully achieved. 34% made good progress.</p> <p>PEF was used effectively to fund an additional Pupil Support Worker (PSW) and class teacher to run intervention groups across literacy and numeracy with targeted learners, to implement additional wellbeing and achievement interventions with targeted learners and weekly music/drama intervention to support and encourage pupil engagement.</p> <p>Interventions this year have focused on addressing gaps in numeracy/literacy, increasing engagement and developing a sense of wider achievement. Examples include:</p> <ul style="list-style-type: none"> • Weekly targeted numeracy sessions, focusing on mental maths strategies to develop understanding of place value • Weekly music/singing/drama activity to encourage group participation • Daily literacy input to learn and consolidate sounds • Weekly support of writing tasks in a small group setting to uplevel own writing in line with core writing targets • Pupils given an opportunity to lead within a working party/pupil parliament <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Through targeted writing support, at least 80% of identified pupils are now securely achieving their core writing targets • Learners have shown improved attitudes towards writing, with all recording an increase on the Likert scale for enjoyment • All 15 targeted pupils engaged in weekly music, drama, and singing activities, which effectively developed their group participation and engagement skills. P1 – P3 teachers, all reported an increase in pupil confidence • Identified pupils increased their knowledge of sounds and the number of Reading Precision words they could read and spell • 100% participation in pupil leadership roles • The targeted Numeracy intervention using SEAL approaches has effectively developed pupils' mental strategies, particularly in the area of number bonds to 20, supporting addition and subtraction <p>Cost of the School Day (COSD)/Participatory Budget</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Increase in communications to ensure families are informed about available support services – updated information on weekly Snapshot • Sustainable school uniform shop and seasonal clothing stall – second hand uniform available at all parental events • Swishing event for Christmas jumpers and winter jackets
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	<ul style="list-style-type: none"> • Purchased a variety of calming equipment and furniture for the nurture shed to enhance emotional well-being and create a serene environment for learners (Participatory Budget) <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Most pupils (88.5%) feel that the nurture shed has had a positive impact on the playground environment and the majority of pupils (61.2%) indicate they are likely to use the nurture shed in the future • All pupils reported that they feel the school tries to make things fair for everyone, no matter how much money their family has • All pupils reported they know who to ask if they need support with food, clothes or trips • 97% of our pupils reported that school talk about ways to help children and families who might be finding things hard with money
<p>ELC PRIORITY 3</p> <p>Tackling the attainment gap between the most and least advantaged children (targeted):</p> <p>Our measurable outcome for session 2024/25 was to...</p> <p>To broaden practitioner and staff knowledge of the financial challenges families face and how schools can make a difference, reducing costs and promoting equity.</p>	<p>We have made very good progress. What did we do?</p> <ul style="list-style-type: none"> - Evaluated tracker data to inform interventions - Ran specific interventions to support identified pupils in literacy and numeracy - Teacher identified to deliver targeted HWB interventions for specific pupils e.g. identifying emotions, exploring emotions and regulation through creativity (drama, art and music), introducing self-regulation strategies and sensory circuits - Offered robust enhanced transition support for identified pupils moving into P1 <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> - WL Tracker shows average number of children achieving expected progress in Literacy (81%) (up by 12% from last session) and Numeracy (83%) (up 8% from last session) HWB (85%) (up by 10% from last session) - Child and parent/carer feedback has been consistently positive regarding our transition processes. Families have highlighted the clear communication, personalised support, and structured approach as key strengths. These robust transition arrangements have helped to reduce anxiety, build confidence, and ensure that children feel well-prepared and supported as they move into new learning environments
<p><u>PRIORITY 4</u></p> <p>To improve employability skills, and sustained, positive school-leaver destinations for all young people</p> <p>Our measurable outcome for session 2024/25 was to...</p> <p>Children will continue to develop their meta-skills</p>	<p>We have made very good progress.</p> <p>What did we do?</p> <p><u>Social Subjects - Year 2 – Improve - initiate and measure impact</u></p> <ul style="list-style-type: none"> • Created guidance for delivery of Social Studies Curriculum based on previous stakeholder feedback. Consultative planners from ELC to P7 were introduced. This has increased pupil voice in our planning process. We have devised whole school and stage specific concepts progression, ensuring progression, relevance and coherence • Implemented consistent planning approach using consultative planning method incorporating concepts, meta-skills, UNCRC, SDG etc. • Partnerships in community tracked in everyday experiences through consultative planners

<p>Children will experience learning opportunities in our community, working with partners</p> <p>Further develop planning and delivery of skills and social subjects in line with national drivers</p> <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 	<ul style="list-style-type: none"> • Our next steps for Social Subjects in Year 3 of our improvement cycle are to consolidate, embed and measure impact • Principal Teacher has undertaken professional learning – Building Racial Literacy with Education Scotland. This will be disseminated and built into next sessions' improvement plan • Inclusion section built into weekly newsletter to celebrate and highlight inclusion at Springfield • Parent/carer Inclusion improvement group devised, and feedback used to inform improvements e.g. assembly and family learning calendar reviewed, and an increased range of views, beliefs and cultures included <p><u>Skills and Partnerships</u></p> <ul style="list-style-type: none"> • Adapted meta skills progression to reflect the vocabulary of Skills Development Scotland • P6/P7 transition from Springfield's Suitcase of Skills to SDS toolkit – change of visuals and vocabulary use • Class teachers have recorded use of community partners throughout the year – Partnership directory created • Springfield's Suitcase of Skills section added to home learning overview to encourage discussion and identify links with home learning activities <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> - Majority of staff (79%) indicate that they are actively using our adapted meta skills progression - 43% of staff report green for their understanding of planning and assessing skills - Planning demonstrates opportunities for collaboration in the community - All staff now use consultative planning to deliver the social studies curriculum - 97% of pupils reported as green for their understanding of skills - When consulted, 42% of pupils discuss skills at home when completing home learning activities. - Most children are able to confidently discuss the skills they have learned in social studies during learning conversations (72% - 8 out of 11 pupils from P1-P7) - All staff have access to Partnership Directory - 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 - 100% of partners felt they had effective partnership working with our school and ELC
<p><u>ELC PRIORITY 4</u></p> <p>To improve employability skills, and sustained, positive school-leaver</p>	<p>We have made very good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Introduced Early Level 'Suitcase of Skills' language communication, creativity and collaboration through P6 learning leaders delivering lessons

<p>destinations for all young people</p> <p>Our measurable outcome for session 2024/25</p> <p>Increase children and families understanding of a skills-based curriculum</p> <p>Increase number of community partnerships and outings within the local community</p>	<ul style="list-style-type: none"> • Staff consultation to redesign stay and play sessions to incorporate skills • Reached out to parents as experts to demonstrate their skills and linked this to planned learning e.g. architect delivering sessions to children during building context for learning • Expanded community links developing new partnerships with local businesses, Linlithgow Palace and library and planned off-site visits within the local community <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> - All staff have understanding of skills and how this links to planned learning experiences - Most children can now recognise the language of skills communication, creativity and collaboration - Increased the number of off-visits throughout the year - almost all children have had experience of off-site visits in the local community - Increase in the number of partnerships formed in the local community
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Our Wider Achievements this year in school have been:

- UNCRC Silver Award

A range of partnerships in our local area, including:

- 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
- Links with Burgh Beautiful
- Sports leaders – working with Academy and West Lothian College
- P1 and P2 Nativity in local church
- Bikeability for P6 and P7
- Mary Poppins P6 and P7 show – sell out at the Academy for two nights
- A range of free after school clubs run by staff and volunteers
- Joint after school writing club with Low Port PS – The Scribblers. Producing pieces to be published in local magazine
- A range of tournaments including netball, basketball, cluster football tournaments and the Roundtable and George Allan
- F1 competition, winning at cluster level then attending Nationals with Low Port PS
- F1 fundraising efforts and joint after school club with Low Port PS
- Every stage has taken part in an excursion, courtesy of PTA funding. Trips included Dynamic Earth, Sky Academy, Bannockburn and 5 Sisters Zoo
- A range of local excursions and partners visiting school to support curriculum e.g. astronaut talk, Ramadan/Eid
- P6 camp
- P7 joint camp with Low Port PS
- Featuring in a national Autism Awareness campaign in April
- Staff professional learning marketplace at February in-service day
- All staff engaged in professional research and produced a practitioner enquiry related to our Visible Consistencies

- Feel Good Fortnight and new format for sports day to promote inclusion– Festival of Colour
 - A range of pupil led lunchtime clubs and enterprise stalls at parent/carers events
 - Scottish Maths Challenge
 - Successful parent/carers events, including PATPAL, class assemblies, P7 leavers and Christmas Fayre
 - Another successful whole school community picnic, run by our very supportive PTA. Other PTA events and activities include discos, bingo, book sale, nearly new uniform
 - A range of pupil leadership opportunities, including Pupil Parliament, Numeracy, Literacy and HWB Champs, Participatory Budget group
 - Individuals being part of drama productions
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- **Our Wider Achievements this year in ELC have been:**
 - UNCRC Silver Award
 - PTA funded magician for end of year celebration
 - Staff enquiry projects on our Visible Consistencies
 - PTA funded cloakroom and boot room development
 - Increased community partnerships and outings – library, Linlithgow Palace etc.
 - Parents running expert play and learning sessions
 - Development of sensory room
 - Development of sensory garden
 - P6 leaders delivering sessions in ELC and links with P6 buddies
 - Improved ELC to P1 transition opportunities incorporated into experiences throughout year and strong links between ELC and school to ensure smooth transition
 - Successful Sports Day including all children
 - Stay and Play Sessions throughout year
 - Winter Celebrations

How good is our school? 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 Raising attainment and achievement	Very 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

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