



LIVINGSTON VILLAGE PRIMARY SCHOOL AND EARLY LEARNING CENTRE



(Standards & Quality Report)

**Kirkton North Road
Livingston Village
West Lothian
EH54 7EQ**

ABOUT OUR SCHOOL

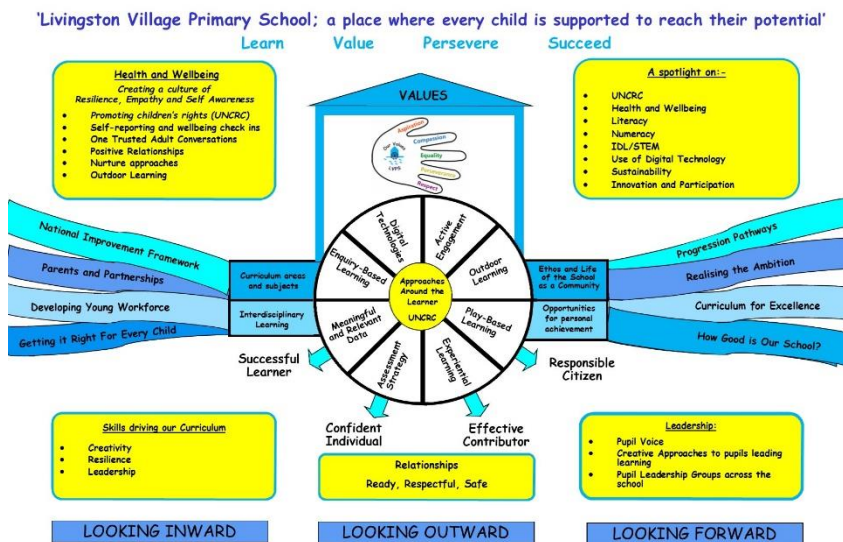



Livingston Village Primary School is a non-denominational school serving its local community and is part of the Inveralmond Learning Cluster. Our current roll at writing is 202 primary and a 32/32 nursery. The school currently has 8 classes, HT, two acting Principal Teachers with class commitments, 2 part-time teachers and a part-time learning support teacher. A team of 1 full time pupil support worker and 2 part time and a lunch and playground supervisor. Clerical support is provided by one Admin Officer and a Clerical Assistant. The school runs a very successful Breakfast Club which is very well attended. A private run after school club is available for our pupils on site. Our Parent Council meet regularly throughout the year are active, especially in the areas of fundraising and supporting school developments. They are very supportive of the school with high expectations.


Every year the school has an on-going School Self Evaluation report where we describe the progress we have made over the session and discuss what we need to do next to continue to improve. This is a lengthy document used by the school staff to guide progress. We have produced this short summary of the main points. This sums up our progress this year 2023/24



Our improvement priorities are always based on the National priorities in the National Improvement Framework (NIF)

- to improve attainment for all, particularly in literacy and numeracy
- to improve the learning progress of every child, by reducing inequality in education
- to improve children and young people's health and wellbeing
- to improve employability skills and sustained positive school leaver destinations for all young people
- https://www.npfs.org.uk/wp-content/uploads/2016/01/NPFS_NIF_E-1.pdf.



| PRIORITY | HOW DID WE DO? |
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| <p>1.</p> <p>To raise attainment, especially in literacy and numeracy</p> <p>Our measurable outcome for session 2023/24: More than 85% of children will achieve the expected levels in literacy and numeracy.</p> <p>NIF Driver(s):</p> <p>School Improvement School Leadership Teacher Professionalism Assessment of Children's Progress</p>  | <p>We have made very good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Across the school most learners are on track for Literacy (86.39%) Numeracy (87.25) and Nearly all learners on track for mathematics (90.30%) • At regular intervals, we analysed our literacy and numeracy data to identify strengths, patterns and gaps. Our learning, teaching and supports were adapted to address the gaps we identified. • All staff participated in regular attainment meetings to identify and plan for children who required targeted intervention and additional challenge. • In Term 1 we had a validated Self -Assessment week which evidenced the strengths in raising attainment, 'the structured approach to the teaching of writing', 'learners having a wide range of opportunities to lead their learning' and 'contribute to the life of the school and wider community' The team graded raising attainment as 'very good'. <p><u>Numeracy and Mathematics</u></p> <ul style="list-style-type: none"> • All Teaching Staff did professional reading on Building Thinking Classrooms in Numeracy and Mathematics and did small tests of change in their classes. This is research informed practice to develop deeper mathematical thinking. • 2 staff went on authority training on Building Thinking Classrooms and did small tests of change in their classes. • Numeracy Working walls were audited and updated accordingly across the school. <p><u>Literacy.</u></p> <ul style="list-style-type: none"> • Guided reading practice was developed further and researched by staff and reciprocal reading strategies continued to be embedded into classroom practice. • Leadership roles have extended to include P3- P7 Literacy Champions who organised a week of Reading focus activities across the school, a lunch time book club and a comic writing club. • Reading Environments in every classroom were improved and class working walls audited • The library was developed further and learners identified gaps in resources which were purchased • New story sacks were made and have been given to the younger learners regularly. • Parents of ELC, P1 and P2 learners have been able to visit their children at stay and play sessions with very positive feedback. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • All staff implemented strategies based on Building Thinking Classroom research and study for example randomised groups, standing tasks, thinking tasks, rich problems and oral instructions. • Learners are more positive and engaged in collaborative mathematical tasks • Learners are more able to show working and discuss strategies with each other • Learning environment changes have had positive impact on learner engagement |

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| | <p>Examples of Learner Voice' <i>I like working in random 3s as you get to see how different people work.'</i> <i>'The pen forces me to hold ideas in my brain while someone is writing'</i> <i>'I would like more problems using division strategies'</i> <i>'sometimes it is good to listen and try other people's strategies'</i> <i>'Standing helps me think more'</i></p> <ul style="list-style-type: none"> • Identification of gaps in reading are well- timed and learner progress is monitored. • Pupil leadership groups have been able to discuss the impact their roles have had on their learning and those of others. • Almost all children are engaged in reading activities and learning and are able to listen to each other's views. • Almost all parental feedback on story sack engagement has been positive • The majority of learners were able to discuss their involvement in making decisions in learning. |
| <p>ELC</p>  | <ul style="list-style-type: none"> • All Learners have experienced a high quality Literacy and Numeracy Environment through staff use of on- going audit tools to ensure consistency, relevance and inclusion. • Staff distributed leadership has created a more responsive and effective learning environment for children. • All stakeholders have had opportunities to give their views, opinions and feedback throughout the year which has allowed for stronger relationships with families, community and partners. • Staff have worked collaboratively to support identification of learning needs and track progress more effectively. • All staff have participated in the provision of quality interactions with the children that will lead the learning and is evidenced through the daily planners, planning wall, Seesaw and floorbooks. |
| <p>2.</p> <p>To close the attainment gap between the most and least disadvantaged children</p> <p>NIF Driver(s):</p> <ul style="list-style-type: none"> • School Improvement • School Leadership • Teacher Professionalism • Parental Engagement • Assess. of Chdn's Progress • Performance Information | <p>We have made good progress.</p> <p>What did we do? (universal and targeted support)</p> <ul style="list-style-type: none"> • We regularly evaluated the needs and progress of learners across the school through robust excellence and equity meetings. This allowed us to have a responsive and needs driven approach. • We carried out a range of literacy and numeracy interventions, monitoring the impact of these on a regular basis. • Through our approaches to assessment and planning children have been identified who would benefit from targeted nurture, literacy or numeracy support to help closing the gap between the most and least disadvantaged children. • Additional numeracy trained PSW and members of SLT supported individuals in numeracy using SEAL, Red Book and Maths recovery interventions. • Interventions for social development were implemented and measured using Boxhall targets • Yoga group was developed to support mental health and well -being in some of our targeted younger pupils • Music group introduced for social and confidence building for larger groups of pupils in early primary • Daily phonic interventions have been in place using phonic reading programme • Fresh Start Interventions for older pupils to support reading and writing • Regular meetings are held with parents, internal and external partner agencies to support children's progress • Sensory Circuit training for staff to implement daily input for children • Garden club established for nurture |

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|  | <ul style="list-style-type: none"> • Universal approach to Pupil Well-Being with daily check-ins and one-trusted adult approach and strategies for building resilience and growth mind-set. • Play-based learning improves early level transitions and engagement in learning. • The reintroduction of the story sacks has been successfully received by children and parents alike and supported engagement in reading and literacy <p>Evidence indicates the following impact on learners:</p> <ul style="list-style-type: none"> • Tracking of attainment and targets of identified learners in numeracy and literacy shows that nearly all are making good or very good progress with their individual targets • Literacy interventions have shown an increase in phonic progression, reading fluency and learner confidence in nearly all learners. • Targeted interventions which have taken place for example IDL, RRI, Language Link, Fresh Start, Maths Recovery have all increased learner progress and will continue. • Yoga groups have supported more sustained concentration and listening skills in most of the learners tracked. |
| <p>ELC</p>  | <ul style="list-style-type: none"> • ELC Staff have worked collegiately with external agencies to support learners with ASN • ELC Staff have further developed quality interactions through peer monitoring and quality improvement observations • ELC Staff have gone on best practice visits and tailored professional reading • Staff in ELC have been developing emotional literacy and growth mind-set and have been working with learners using the zones of regulation programme. • Staff have been supported throughout the year by partner agencies and educational support staff, to meet the needs of all children. • The transition programme is robust and has been developed further, in-line with previous parental feedback, staff self-evaluation and pupil's needs. This has assisted in building strong links with new families and other educational establishments in the community. • Staff are confidently able to identify next steps in learning and appropriately challenge and support the children and spark their curiosity. |

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| <p>3.</p> <p>To improve children and young people's health & wellbeing</p> <p>Our measurable outcome for session 2024/25 was for our learner</p> <p><u>Equity</u></p> <p>Tracking and monitoring of participation in extra curricular activities considering access, inclusivity and support.</p> <p>Developing an updated anti-bullying statement with stakeholders</p> | <p>We have made very good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Wellbeing trackers in school and ELC to identify and action any support required for individual pupils. • Small groups established to provide highly structured, intensive support for identified groups of younger children have seen progress in nearly all learners. • Universal regular and planned outdoor learning for all classes and upper school camps and activity days are inclusive and can be accessed by all. • Tracking and monitoring of participation in extra-curricular activities has allowed staff to identify participation percentages, diversity of activities and allowed for dialogue to gauge interests and plan and support opportunities accordingly to ensure inclusion and equity. • 2 staff members undertook the Equitable Schools sessions run by the WL Equity Team • 2 members of staff undertake an authentic pupil participation process to explore the reasons behind pupil (and parent) perceptions around bullying not being dealt with within schools and identify actions to support/improve this all parents were given the opportunity to participate. A school pupil group P4-P7 was formed and pupils views across the school taken. |
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To understand the key features of an Equitable school

NIF Driver(s):
 School Improvement
 School Leadership
 Teacher Professionalism
 Assess. of Chdn's Progress



Evidence indicates the following impact on learners:

- **Validated –Self – Evaluation report stated: -**
- *Across the school there is a strong ethos of support and a positive culture which impacts positively on pupil and staff relationships which is underpinned by the rights of the children'*
- *' Parents and partners appreciate the welcoming ethos within the school and identify that trustful and respectful relationships are a strength*
- *' A range of partners commented very positively on the high standards that are the UNCRC and learner's rights is centre to this.'*
- *'Strong community and wider partnership working is a strength, enhancing opportunities for achievement for learners and supports the delivery of the curriculum in PE, sport and STEM which are a strength of the school.'*
- *'Commendably the school has achieved its fourth Gold Sports Award demonstrating their commitment to sport, community links and partnerships, sport and club pathways, providing opportunities for all, learners leading learning and staff professional learning'*
- *'Learners benefit the range of leadership opportunities that are provided including Digital Leaders, STEM Ambassadors, Pupils Protecting the Planet group, Sports Leaders, Health and Well Being Mini Champs and Heads of House. These opportunities include leading class lessons in these areas alongside the teacher. All learners have the opportunity to lead after school and lunch clubs in an area that they are interested or talented in, including crafting to fundraise for a charity of the learner's choice. Learners are increasingly able to identify the range of skills and opportunities for leadership these experiences provide.'*
- *'There is an Equity strategy in place which outlines targeted and enhanced provision for literacy, numeracy, health and well-being, learning across the curriculum and family learning linked to the school's poverty proofing statement.'*
- *'Child Protection and Safeguarding Quality Assurance document agreed on twenty out of the twenty statements evaluated as green through discussion with pupils, paperwork evidence and staff discussion.'*
- All pupils had opportunities to access activities, clubs, trips and activities additional to class lessons.
- Pupil voice is embedded into the emerging relationships policy and anti- bullying statement.


Safeguarding officer noted of the children interviewed across the school: -

- All pupils feel generally safe in the school building and in the playground
- Pupils spoke about feeling well protected and looked after by staff
- Pupils used words such as "caring", "patient" and "kind" when asked to describe their views about staff
- All pupils confirmed they had at least one trusted adult in school and they shared different ways in which they can share how they feel (emotional check-ins, worry monsters, wellbeing surveys)

ELC



- ELC Staff have analysed the Zones of Regulation Data termly
- ELC regular visits to the developing allotment for planting and harvesting to create an edible garden and support shared responsibility and mental and physical well- being.
- Froebal inspired practice in cooking has supported an inclusive learning environment, cultural relevance and appreciation. Further supported social and emotional awareness.
- With Rights at the centre of planning the ELC staff use a wide range of approaches through pedagogy of play, recognising children learn in different ways and come with different experiences.
- All Children contribute to discussions around their Rights.
- Parental Feedback indicates how well the staff know the children as individuals and know their families, providing appropriate support.

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| | <ul style="list-style-type: none"> Learners have contributed and been involved in data analysis of Zones of Regulation and shared their views on how to support their emotions. |
| <p>4.</p> <p>To improve employability skills, and sustained, positive school-leaver destinations for all young people</p> <p><i>All learners experience relevant and engaging learning through increased responsibility and opportunity to lead their own learning in creative ways. (YR 1).</i></p> <p>NIF Driver(s):</p> <ul style="list-style-type: none"> School Improvement School Leadership Teacher Professionalism Parental Engagement Assess. of Chdn's Progress Performance Information  <p>ELC</p> | <ul style="list-style-type: none"> We continued to use the digital platforms of Seesaw and Teams to support home learning and profiling To build on teacher and learner agency, our curriculum approaches provided additional opportunity for pupil voice and choice in learning. Staff have been involved in professional reading, courses and discussion around what Creative thinking is. Strategies from staff reading on 'Building, Thinking Classrooms' have been introduced to improve collaboration through shared responsibility, making substantive decisions together and the problem solving being interdependent. Teachers have continued to use a variety of agile learning approaches to further develop learner skills and leadership. Creative skills were explicitly introduced to classes and lessons Stem learning and teaching blocks planned and delivered by our Young Stem Leaders and STEM DEN themed activities refreshed termly developing creativity skills A Creative curriculum Evening for parents/carers was delivered by learners Leadership groups have contributed positively to their areas of curriculum leadership have led assemblies, school events and attended conferences. Child led clubs are encouraged and supported and support our equity agenda. STEM Curriculum across the school and through pupil leadership continues to be relevant, engaging and sustained Young Leaders presented at an Authority HT meeting about their leadership roles and teaching opportunities <p><u>Evidence indicates the following impact on learners:</u></p> <p><u>VSE evidence</u></p> <ul style="list-style-type: none"> <i>Learners have a wide range of opportunities to contribute to the life of the school and wider community through a range of leadership opportunities which are developing their skills for learning, life and work. This is an area of good practice which should be built on to ensure that all learners are able to identify and apply a wide range of skills in a range of different learning contexts.</i> <i>'Learners benefit the range of leadership opportunities that are provided including Digital Leaders, STEM Ambassadors, Pupils Protecting the Planet group, Sports Leaders, Health and Well Being Mini Champs, and Heads of House. These opportunities include leading class lessons in these areas alongside the teacher. All learners have the opportunity to lead after school and lunch clubs in an area that they are interested or talented in, including crafting to fundraise for a charity of the learner's choice. Learners are increasingly able to identify the range of skills and opportunities for leadership these experiences provide.'</i> <p><u>Stakeholder Feedback/Impact</u></p> <ul style="list-style-type: none"> Parent/Carer feedback for our Creativity Curriculum Evening was all positive Parent focus group/ Parent Council/Pupils/Staff supported ideas for developing creative thinking and environments through the use of curriculum design tools. Pupils across the school commented positively on pupil STEM and Digital led activities describing how engaging they were and the skills they learned Authority HT's positive feedback on pupil leadership skills after their conference presentation which resulted in TEAMS calls with other schools/ Heriot Watt training with Spheros and Eco Challenge for very positive feedback |
| | <ul style="list-style-type: none"> Learners have enjoyed daily outdoor play and have shown an interest in the new resources. Community links and talks have allowed children to discuss different jobs, roles and skills for example regular visits to care home and church. Woodwork has been introduced into the rooms this session developing fine motor skills, creativity thinking, problem solving, mathematical understanding and vocabulary, collaboration and communication skills. Floor books clearly show pupil voice and consultative planning for interdisciplinary themes. |

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Our Wider Achievements 2023/24

School and ELC

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| <ul style="list-style-type: none"> Class Assemblies Burns day and recitals Fairtrade House Captains Digi Days Pupil led sustainability learning Discovery Den Experience led by YSL Science Week STEM Curriculum Evening Author Event Podcasting | <ul style="list-style-type: none"> Book Week Scotland Pupil run Craft Clubs World book Day Children’s Mental Health Week Language Week Scotland National Discussion Digilearn activities Recycling Instruments Choir Our garden area has been used for planting, growing and harvesting. Providing habitats for animals and the fire pit has been a great success |
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| Awards | Community | Sport/Health and WellBeing | Outdoor Education | Charities |
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| <ul style="list-style-type: none"> Cycle Friendly School Award Pedal Power Bikes Awarded Mathscot Winners Climate Smarter Winners Individual and Team Sporting Awards STEM accreditation | <ul style="list-style-type: none"> Local Church Almond Valley pumpkin drop and visits ELC weekly Visits Local Care Home Burns Supper with care Home and Church Singing in the Community Pantomime Howden Park National Museums of Scotland Fayres Enterprise Language Cafe Discos’s/Parties Nativities Shows Heriot Watt University links and support for STEM Scouts and Place2Be Scottish Parliament School and ELC Sports Days Olympic Ceremony Volunteer Tea Party Library Caterpillar Music | <ul style="list-style-type: none"> Bikeability Inveralmond Cluster Football LVPS Football Clubs LVPS Netball Clubs LVPS Basketball Clubs Colour Run WL P7 Track and Field P6 Cross Country Fitness Fortnight and Sports CPR/First Aid WL Sports Hall Athletics Yoga ELC sports day Plant and Play | <ul style="list-style-type: none"> P6 and P7 school Camps P7 Transition Outdoor experience Day Trips to Scottish Paliament, Mill Farm, Jupiter Art Land, Blair Drummond, Stirling Castle Firepit Big Garden Watch Loose Parts Play Edina Trust Planting in the new planters and allotment Firepit Woodland Visits and River Walks Created ELC Allotment | <ul style="list-style-type: none"> Jak’s Den McMillan Cancer Research Christmas Shoebox Appeal Place2Be |



Evaluative statement on the effectiveness of the school’s engagement with parents and other stakeholders in improvement planning and on reporting school performance.

In June 2023, our positive responses within the annual parent ethos surveys were above the West Lothian average and indicated many areas of strength including communication and consultation of parents as well as overall satisfaction with the school.

We have asked for parent feedback in Forms, at in school events, with questionnaires and surveys and many of our parents took part in the National Discussion on Education.

Our curriculum evening feedback was very positive 83% of respondents gave it a 5 star rating, 13% a 4 star rating

At LVPS we try to share different types of information in different ways here is how we share:-

- Regular Information reminders through Group Call
- Termly class 'Windows into Learning'
- HT Round Ups and Information SWAYs
- Home Learning and Weekly Reflections
- ELC learner journals
- Stay and Play sessions
- Curriculum Evenings
- Twitter
- Assemblies
- Parent Council
- Parent’s Evenings Twice Yearly
- School Reports for every pupil
- GIRFEC meetings
- Emails

Our supportive and active parent council are always looking for new ideas to support the school community and increase engagement.

How good is our Early Learning and Childcare? The quality indicators* evidence that:

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| 1.3 Leadership of change | Good |
| 2.3 Learning, teaching and assessment | Good |
| 3.1 Ensuring wellbeing, equality and inclusion | Very Good |
| 3.2 Securing children’s progress | Very Good |

+Delete if not relevant

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