

St. Joseph's PS, Linlithgow



PROGRESS REPORT FOR SESSION 2024/25

(Standards & Quality Report)

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Linlithgow

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*Learning for **Life**: Together in **Faith***

ABOUT OUR SCHOOL

At the heart of our school's approach is having the highest belief and expectations for every learner. The school had a positive validation of its work by WLC in 2017. The VSE team identified the following key strengths: **High quality learning and teaching** and a staff team who have a clear understanding of the school's strengths and areas for improvement. Our school has continued to build on its strengths by involving staff, learners, parents and partners in ongoing self-evaluation activities. The school serves the communities of Linlithgow, Linlithgow Bridge, Philipstoun and Bridgend. The school role is currently 95 incorporating 5 classes. The school currently sits 56th out of 67 primary schools according to the Scottish Index of Multiple Deprivation (SIMD). The free meal entitlement for P4-7 is 12.7% of the school role with 16% of pupils receiving a clothing grant. 10.75% of our pupils have English as an additional language and 26.88% have a recognized additional support need. During this session the school was allocated £10800 Pupil Equity Fund Allocation, the majority of which was used to fund a Pupil Support worker with a raising attainment remit. The Head Teacher is supported by 1 Principal Teacher who has one day out of class per week to undertake management responsibilities and a SFL teacher who works part-time. In addition, there are 5 class teachers. The school benefits from a P.E. Teacher, Brass Specialist, 4 Pupil Support Workers and 1 Administrative Assistant. A high level of pupil engagement is demonstrated across all classes and learning is well matched to pupil's needs and interests. The school has established very positive working relationships with parents as partners in learning and this relationship ensures that pupils flourish. **Strong relationships are at the core of a very positive school ethos with all staff proactive in promoting positive relationships in the classroom, playground and wider learning community.** Attainment in St. Joseph's has remained consistently high over the last year and pupils continue to make very good progress showing great resilience and agility in their learning. The leadership of the school community ensures that all stakeholders have opportunities to develop the school improvement agenda with a clear focus on positive outcomes for learners. This has led to the school receiving the Digital school Award, Gold Reading Accreditation and Gold Rights Respecting status. We are also a Gold Sports Award school and gained our Eco school re-accreditation last session.

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>1.To raise attainment, especially in literacy and numeracy</p> <p>Our measurable outcome for session 2024/25 was to further embed the WL literacy strategy by developing a culture of reading & writing across the school supported by improved pedagogy.</p> <p>To develop increased staff confidence in planning and delivering progressive numeracy and maths experiences through the development of improved shared pedagogy which will nurture pupil love and enjoyment in Maths.</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>We have made good progress.</p> <p>What did we do?</p> <p>Literacy</p> <ul style="list-style-type: none"> We have continued to build a culture of reading across the school community and achieved Gold Reading Award status in the summer of 2024. The report commended the school for its creative and relentless approaches to building a love for reading in our learners through regular drop everything & read opportunities, Author's Live sessions, participation in World Book Day, book swaps, reading clubs, the establishment of our own research library and the purchase of new group reading novels (through staff and P6 reading duos). We also refreshed our class reading spaces and improved our community links with our local library and Book Fairies Loch Walk where each class gifted a book to a lucky finder. Reflective Reading strategies were embedded across our school to further support critical reading skills with learners. This strategy was peer reviewed through observations so that our whole school approach could continue to be strengthened. After collectively reviewing our approaches to spelling progression we consolidated our approach to synthetic phonics that now extends across our whole school. Staff reported higher confidence in delivering these approaches and felt that this consistency was supporting pupil progression. Staff continued to develop their knowledge and understanding of progression in children's writing and embedded approaches to assessment and moderation in writing using the 4 contexts to engage learners. Our continued commitment to an additional adult in extended writing sessions has supported hot marking and teacher feedback during the writing process. Learners engaged with core and genre targets and the WL Placemats to support peer and self-assessment in writing. Bump it Up walls are now a valuable pupil resource in all classrooms to support literacy learning progression. Pupils have continued to benefit from Free Writing Friday opportunities being embedded across the school community to encourage pupil choice and further develop writing skills. Staff took part in reading and writing moderation activities with colleagues to ensure there was shared understanding of pedagogy, assessment and robust professional judgement. The upskilling of our staff team in digital tools to support literacy development has saw increased confidence in our staff team in support learners with additional support needs. The use of teams and glow tools from P4 – P7 to encourage collaboration and pupil choice in literacy task presentation has been built upon to nurture a more agile learning approach with learners. <p>Numeracy</p> <ul style="list-style-type: none"> Staff have engaged in cluster professional learning, reading and dialogue around Building Thinking Classroom approaches and as a result have created high quality learner experiences that have supported learner enjoyment and engagement in maths and numeracy. Staff are confidently promoting the use of mixed ability, randomly selected collaborative groups, vertical surfaces, and the de-fronting of classrooms to provide opportunities for pupils to think through problems together and to present possible solutions developing their abilities in using mathematical language to demonstrate their understanding.

	<ul style="list-style-type: none"> • Staff tracking and use of assessment materials has helped to identify pupil gaps in maths understanding and to target these. • Staff have encouraged learners to use different technologies and platforms to share, collaborate and apply their Numeracy learning across the curriculum. • Concrete and pictorial resources are accessible in all classes to support the progress of learners. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> ➤ Learners are achieving beyond the West Lothian stretch aims in Reading attainment in P1, P2, P4, P5 and P7. Indeed in 3 stages P1, P2 & P4 reading attainment is 100%. These stretch aims were also exceeded in writing within P1, P2, P4, P5, P7. Similarly in Listening and Talking attainment across all cohorts exceeds 92%. ➤ Learners in P1, P2, P4, P5 and P7 are achieving beyond the West Lothian stretch aims in Numeracy and Maths. ➤ Learners through the co-construction of success criteria are more confident in articulating how they can achieve success in each genre of writing and were able in pupil focus groups and learning conversations to discuss their next steps in writing progression. ➤ Learners' surveys and feedback groups indicate that Building Thinking Classroom approaches have supported learners to develop a more positive mind-set in Maths. They are enjoying working collaboratively to problem solve and feel this has reduced their anxiety around Maths learning. ➤ Learners are able to use technology effectively to enhance, extend and share their Numeracy and Literacy skills. <p>Our priorities for next session will be:</p> <ul style="list-style-type: none"> • To evaluate our approaches to developing skills in listening and talking to ensure progression with cluster colleagues. • To continue to promote enjoyment, enthusiasm and a love for Maths and Numeracy to support pupil progression and confidence. • To refresh our Numeracy and Maths strategy by developing a progressive whole school approach to support the development maths skills.
<p>2.</p> <p>To close the attainment gap between the most and least disadvantaged children</p> <p>Our measurable outcome for session 2024/25 was to provide targeted interventions for identified pupils and ensure that attainment remains above 85% for all pupils.</p> <p>NIF Driver(s):</p> <p>□School and ELC Improvement.</p>	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Our staff team engaged in rigorous self-evaluation with the equity team to refresh our equity approaches and policies ensuring a shared commitment to removing poverty related barriers for pupils. • Our Support for Learning teacher developed targeted interventions for pupils across the school to provide additional teaching support for reading and spelling. This was supplemented with targeted inputs by PSWs across First and Second level classes. • Upskilling in staff in the use of digital platforms to support learners with identified additional support needs has helped staff plan and track the progress of these targeted learners. • The use of IDL spelling and dynamo Maths assessment tools has helped staff plan to support learners with targeted programmes of work to close gaps in in learning. • Pupil Support Worker employed from PEF with a specific, targeted Literacy and Numeracy remit has helped support targeted learners. • Zones of Regulation now embedded in all classes and is being used to support the emotional regulation. • Pupil support worker permanently based in our infant class has ensured that the class teacher has the capacity to intervene early to close any numerical,

To improve children and young people's health & wellbeing

Our measurable outcome for session 2024/25 was to further develop pupil confidence in assessing & communicating information regarding their own wellbeing & their rights.

NIF Driver(s):

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

- Our focused action plan that saw us put **pupil rights at the heart of all our decision-making** saw us **achieve Gold Rights Respecting school status** in the summer of 2024.
- Our **Positive Relationships** policy and Anti Bullying policy is now embedded ensuring shared understanding. Our pupil friendly version of our Anti-bullying strategy **STOP** created by our wellbeing mini champs has helped pupils to understand how to ask for support for themselves or peers.
- Our QI visit from the lead WL health and wellbeing quality improvement officer saw her validate our very good grading with elements of excellent practice.
- Our HWB champion ensured **continuity, progression and appropriate support** for our learners through the review and effective implementation and data interrogation of HWB questionnaires for pupils. Shine wellbeing data was also used this session to further support the wellbeing of our senior pupils.
- Our HWB champion created a **Padlet of resources and supports** for our families in one location for ease of access and was highlighted as an area of excellence during a recent QI visit.
- All staff are increasingly confident in using **wellbeing data** along with **professional dialogue** to identify children who have barriers to learning so that appropriate interventions can be provided timeously. More rigorous approaches to **attendance tracking** by the HT have also supported this,
- Learners are increasingly more confident in accurately **self-assessing** against the wellbeing indicators supporting the school team to make informed judgements about next steps in learning and appropriate supports.
- We further **embedded the wellbeing indicators** across all classes through Assemblies led by pupil leaders to support understanding of these indicators in our younger pupils.
- Our **HWB Mini champs** attended in person meetings to share their successes and help shape West Lothian wellbeing priorities.
- Our HWB family champ presented to the wider group the successful approaches established within our school and established a **parental drop-in** session so that parents can support parents with any challenges they may face.
- Learners have benefitted from a wide range of opportunities to express their views on **how and what they learn** as well as how to improve their learning environment and school community through **pupil leadership groups directly linked to school improvement priorities**.
- Central display focusing on **one-trusted adult approach** refreshed in dining room space to reinforce key messages to pupils. Use of QR codes to seek support meetings with trusted adult at any time are now firmly embedded.
- New whole school approach to using Zones of Regulation in addition to targeted support is **helping all learners to understand their emotions** and how to use identified strategies to self-regulate thus increasing their readiness to learn.
- Our HWB mini champs helped refresh & replenish **wellbeing resource boxes** that had been established from participatory budgeting previously so that these can be independently accessed by learners to support their emotional regulation.
- Through the use of **participatory budgeting** pupils democratically decided to create take what you need trolleys to support pupil access to books, art resources and snack.
- **Counselling services** have supported identified pupils in upper school to improve their readiness to learn and support their transition to secondary school.

- The school has provided opportunities this session for **pupil led Conferences** and **stay, play & learn sessions** for families so that our pupils can continue to share their learning journey.
- All pupils have had opportunities to **cook healthy foods**, and our after-school cooking club has also supported our learners understanding of the importance of a healthy diet to our wellbeing. (This was suspended following roof damage in Feb 2025 that put cooking classroom out of use)
- Our P6 pupil leaders have started training in restorative practice so that they can become pupil mediators next session.
- All pupils took part in First Aid training.
- Our P7 pupils enjoyed their school camp experience and P6 had the opportunity to take part in a day canoeing.
- P7 visited the Risk Factory and P6 and P7 both took part in sessions to Show Racism the Red Card.
- All pupils had the opportunity to take part in Thinkology sessions to support their mental health and wellbeing from funding obtained from Tesco, one of our local partners.
- Targeted learners benefitted from Reading with Dogs therapy sessions.
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- HWB champion established a suite of resources to **support staff wellbeing and self-care through a Padlet**, and this was adopted by West Lothian as an example of good practice. Our champ also developed the use of a staff Teams page and staff noticeboard as a platform to share information and provide support for staff wellbeing.

Evidence indicates the impact is:

- **Learners** are **increasingly more confident in accurately self- assessing** against the **wellbeing indicators** supporting the school team to make informed judgements about next steps in learning and appropriate supports. 95% of learners across all stages evaluate positively against all wellbeing indicators.
- **Learners** ethos surveys indicate that all learners at St Joseph's feel **safe** at school (100%) they are treated with **respect and fairness** (94%) and are able to communicate their worries to a **known trusted adult** (100%) Almost all pupils also shared that they have opportunities to learn about **their rights** and that these are promoted & protected in school (98%)
- **Learners** also reported positively on how staff **feedback** helped them to improve their learning (94%) and that they were given opportunities to set targets & discuss how they could improve their learning through **learner conversations** (94%). They were also aware who to ask for help from if they needed it (100%). Pupils also felt that costs associated with the school day were not a barrier to taking part in any activities (92%)
- **Staff surveys** indicate that staff feel supported within a network of **positive relationships** across the school community and that they are more confident in one trusted adult approaches, zones of regulation use and trauma informed practice.
- **Parental surveys and focus groups** indicated that parents were fully supportive of the schools refreshed positive relationships strategy.
- **Parental ethos** surveys for all areas were higher than the West Lothian average with overall satisfaction with the school at 96%. Key areas of success included **pupil safety** (99%) **fairness of treatment** (98%). The school also recorded high levels of success in building pupil confidence in their learning (93%) and in the **progression of learners** (93%). It was also recognised that staff know pupils as individual learners well (94%) and are **very approachable** (98%)

	<p>Our priorities for next session will be:</p> <ul style="list-style-type: none"> • To introduce senior pupils as peer mediators so that they can support the wellbeing of peers through restorative conversations. • To reschedule our wellbeing marketplace linked to sports day that was cancelled due to poor weather. • To continue to explore family learning opportunities to support the needs of our community and to continue to work in partnership with our families to reduce the cost of the school day. • To explore the opportunities provided by power bi to track and monitor pupil attainment, wellbeing and attendance at any point in time. • Develop a family/pupil friendly Positive Relationships visual.
<p>4.</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 develop digital literacy skills for staff & learners to enable a more agile & blended approach to learning</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>We have made very good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Whole school approach to digital profiling introduced across the school providing regular opportunities for pupils to share successes with their latest and best work and out of school achievements. • We have further developed our approaches to Learning for Sustainability and Laudato Si by using outdoor learning spaces and our local environment. We have nurtured a positive partnership with the Linlithgow and Parish Growing groups to cultivate vegetables that can be used by the local foodbank. • Our environmentally friendly approach to our Christmas Fayre enterprise projects was continued. • Almost all pupils engaged confidently with Seesaw in P1-3 and TEAMS from P4 -7 to access home & in school learning and to share learning success creating a more agile learning culture. • Teachers across the school continued to up level their own capacity in using digital platforms to deliver high quality, progressive learning opportunities that ensured a high level of engagement in our classes. • Pupil masterclasses in digital skills, STEM and sport have helped to further build transferrable skills in our learners. • We continued to invest in new digital resources to support the continued development of digital learning purchasing 20 new netbooks and 22 iPad and in the replenishment of new STEM learning resources. • Strong links to meta skills evident in quality assurance visits across the school in almost all classes. • Pupils actively took part in an Occupations Day that allowed them to explore a wide range of aspirational emergency service careers. More widely across our school a number of parents have shared their jobs and the skills involved in being successful in their roles. • Participatory budgeting initiative saw pupil council wish to use the £500 allocated to pay for after school club sports coaches to remove any charges for clubs. They also wanted to increase the number of lunch time clubs available to improve participation. • Pupil Community participation group have organised several charity initiatives. These included a Food bank Appeal, SCIAF appeal and Daffodil Tea for the Strathcarron Hospice. To reduce the cost of the school day this group also helped organise a uniform, Halloween costume & Christmas jumper swap shop. • Staff refreshed approaches to IDL learning across the school to incorporate more opportunities for personal projects. <p>Evidence indicates the impact is:</p>

	<ul style="list-style-type: none"> • Learners can demonstrate a wide range of transferrable digital skills that facilitate and promote creativity in their learning across the curriculum. • Learners across the school are demonstrating their ability to create their own digital profile and to discuss their latest and best work. • Learners have continued to be creative and develop their Enterprise skills at all levels of the school as demonstrated by the successful design of products for our school Christmas fayre and charity initiatives. P7 also had the opportunity to take part in a shark tank design competition and p3-6 pupils in pupil takeover sessions where they lead learning. • Learners are continuing to make links to meta skills across the curriculum as evidenced in quality assurance visits and pupil focus groups. • Learners in P3-7 confidently led pupil participation groups that directly impacted the improvement work of the school. • Staff have fed back that their confidence in planning for learning for sustainability. <p>Our priorities for next session will be:</p> <ul style="list-style-type: none"> • To embed our approaches to electronic pupil profiling supported by peer mentoring and how to parental and pupil guides and to build QI opportunities into our calendar. • Continue to refresh our approaches to topic-based learning to encourage a more project-based approach and increase opportunities for personalisation and choice.
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<p>5. Developing in Faith theme:</p> <p>Promoting Gospel Values</p> <p>Our specific outcome for 2024/25 was to support children to become pilgrims of hope who are active participants in their local community as well as our faith community.</p>	<p>We have made very good progress. What have we achieved?</p> <p>Our school provides religious education programmes which enable young people to develop their understanding of Gospel values and how to apply them to life:</p> <ul style="list-style-type: none"> • We plan various opportunities for pupils to ‘encounter’ Jesus and to come to know him by listening to and reflecting on bible stories and readings / Gospel from Mass; assemblies; First Friday Mass and other religious celebrations; our RERC curriculum ‘This is Our Faith’, and Sacramental preparation at P3 (Reconciliation), P4 (First Holy Communion) and P7 (Confirmation). • Our P6 and P7 pupils were able to take part in a Pilgrimage this session to the Schoenstatt shrine to further explore their spirituality and faith. • We developed a Padlet of in school activities for our pupils and families to celebrate this Jubilee year with the theme Pilgrims of Hope. • Almost all of our P7 pupils will receive their Pope Francis Faith Award this session recognising their acts of love and service for others. We also have almost all our P6 pupils enrolled in this two-year programme of service. • We encourage pupils to honour the Saints as men and women who led lives of holiness. Our children are taught about the lives of the Saints and encouraged to live their lives at school and at home showing love, faith, respect and kindness. We also regularly discuss other role models who have exemplified our school virtues in their lives, for example, Mother Teresa, athletes and other inspirational people / leaders. • Through our commitment to being a Laudato Si school and our programmes to support learning for sustainability pupils are encouraged to make informed decisions that support a more sustainable world. All classes explore a learning for sustainability topic during the session e.g. at P7 they had to develop a sustainable product. • Our pupils are provided with various opportunities to commit to various forms of service to showcase their gospel values in action through their leadership of fundraising, e.g. Local Foodbank Appeal, SCIAF, Shelter and through our Daffodil Tea the Strathcarron Hospice, • Our pupil leadership groups which are all based on improving our school or the wider / global community and include Pupil Participatory Budgeting, Eco Schools, HWB champs and Community Links Group. Pupil leadership group members then involve the school community and parents / carers in their improvement work. Highlights of work this year has included our Eco group continuing links with the Parish and Linlithgow growing societies to coordinate the growing of crops for the local foodbank and our community group helping to organise our Daffodil tea to raise funds for Cancer charities and a Foodbank Appeal. • As a staff team we promote a restorative approach which helps us to develop community by building positive relationships across the school; we celebrate achievements both in and out of school regularly and our P7 pupil leaders have developed a St Joseph’s Stars wall to recognise these wider achievements; our children learn skills and habits to keep themselves physically and mentally healthy and all our children have a class or whole school leadership role of some kind. • Our whole staff team is committed to the holistic education of our pupils. We know that every child is unique with their own God given talents, and we involve our children in planning and decision making so that their views are taken account of when developing our curriculum and practice. The Health and Wellbeing of pupils is central to everything we do. We understand and follow the 6 principles of a nurturing school. Our children self-evaluate their wellbeing regularly and all children have at least one trusted adult they can talk to. Check ins with trusted adults are a regular feature of our
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practice. A number of our children have an IEP or child's plan to support their learning and social and emotional development.

- Wider achievements are recognised, and children are encouraged to **develop their skills and talents** and / or participate in clubs and activities within and out-with school including, music tuition and sports. All children in school are encouraged to attend an after-school club (these are now free as a result of pupil participatory budgeting decision-making) and the children are involved in decision-making around what these clubs should be.
- **Spiritual development** is considered regularly, for example, when: re-visiting and refreshing our vision, values and aims; developing class rules and charters; planning RERC and HWB lessons.
- **Cluster Staff CLPL on the Global Compact** helped staff to consider their role in being called to be Pilgrims of Hope. Further training on **God's Loving plan** has refreshed teaching and learning across our school.
- Our **transition** programmes from nursery to primary, within the school and from primary to our new Catholic secondary continue to develop. We celebrate our new P1 pupils' arrival and P7 leavers with special Masses and assemblies.
- Staff confidently use religious education programmes at all stages and levels are based on the new planners for '**This is Our Faith,**' the Church's national syllabus and God's Loving Plan.
- Our pupils are supported to participate in **prayer on a daily basis**, each morning, before / after lunch and at the end of each day.
- Our RERC coordinator ensures that all teaching staff have access to our RERC curriculum, including a range of materials to enhance pupils' learning experiences of prayer and worship. Each class has their own **sacred space** or altar. Our liturgical displays in classrooms highlight various seasons, feast days and months of devotion including Lent, Easter, Advent, May is the month of Mary and October the month of the Rosary where our weekly Rosary club is well attended.
- Our pupils are supported by the school, home and parish when preparing for **Sacraments** using home / school workbooks, class visits by our school Chaplain and Sunday Mass. The school is supported by our Chaplain to provide a range of liturgical experiences including First Friday class Masses, whole school Masses, Stations of the Cross and Sacramental preparation.

Our school shows a commitment to ecumenical action and the unity of Christians. Our school promotes respect for different beliefs and cultures and for inter-faith dialogue:

- Our pupils grow food for our local foodbank and work in cooperation with other growing communities across Linlithgow.
- Our pupils take an active part in ecumenical events within our town such as Remembrance Day and Cracking Easter and our school choir performed carols at our Local OAP home and at a local event for the elderly in our community.
- Other faiths are explored with pupils and key celebrations recognised.
- Pupils explore diversity, respect and understanding through our HWB programme and our upper school pupils took part in Show Racism the Red Card initiative to ensure that they recognise that every human has been made in the image and likeness of God.

Learners can discuss their faith journey and how it supports the decisions they make in their daily lives.

Learners can demonstrate through their committee groups that collectively they can make a positive contribution to their school and local community and improve the lives of others.

	<p>Learners can demonstrate an increased awareness of how to create a more sustainable world – Small actions X lots of people = Positive change</p> <p>Our priorities for next session will be:</p> <ul style="list-style-type: none"> • To continue to work within our new cluster high school and primary partners to build a community of Faith and Learning through our staff Pilgrims of Hope Walk between our school parishes. • To develop our plans for a prayer and reflective garden after the completion of our school roof work. • To find an effective way to track the wider achievement of our pupils and celebrate their gifts and talents.
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School attendance and exclusion data

Attendance across the school is consistently high with an overall percentage attendance rate above 96 %.

There were no school exclusions during session 2024-2025.

The Head- teacher monitors late-coming and attendance monthly and works closely with families to overcome any barriers to regular school attendance.

Evaluative Statement on the effectiveness of the school's engagement with partners and other stakeholders in improvement planning and reporting school performance

The school plays a significant role in the life of the local community. The school works effectively with their partners to plan, deliver, monitor and evaluate joint work. Feedback from partner organisations indicates strong and effective relationships with the school. Engagement and communication between partners is regular, structured and supportive and feedback is always acted on. Effective partnership working is improving the learning provision and securing positive outcomes for our children and families.

Our parents are active participants in their children's learning. We engage with parents throughout the school improvement process using a variety of methods. Priorities have been discussed and shared at Parent Council meetings to which every parent is invited. Priorities were also shared at Parent's information evenings. We issue e-questionnaires to gather parental views. We use this information to help shape future school improvements. Our Parent Council supports the school financially with a group of highly committed parents organising fundraisers across the school year. This is hugely impactful on improving experiences for pupils across the school.

This session we offered parents the following opportunities to support their child's learning:

- ❖ Monthly School HT Newsletters
- ❖ Termly Class SWAY Newsletters
- ❖ Social Media Updates on events and Learning through Twitter, Blog.
- ❖ Christmas Fayre (Enterprise) and Summer Fayre
- ❖ Showcase events such as School Show – The Wizard of Oz, Burn's Celebration & Nativity
- ❖ Sway presentations to support Health Week, World Book Week,

- ❖ Parent Consultations twice a year
- ❖ In person parental showcases and opportunity to review their child's jotters and online profile informally at Joseph's Journey Sessions
- ❖ Opportunities throughout the year to Stay, Play and Learn

Our Wider Achievements this year have included

- ❖ Gold Reading Accreditation – Summer 2024
- ❖ Gold Rights Respecting School Award – Summer 2024
- ❖ West Lothian Euro Quiz – 3rd Place.
- ❖ School football team won the Reston League at George Allan Tournament
- ❖ School netball team won the Linlithgow/Broxburn/Winchburgh league.
- ❖ Full week of Health week activities related to physical, emotional and mental health and wellbeing.
- ❖ Successful transition programme for our new P1 pupils and their families
- ❖ Successful P7 Secondary transition programme with our new Catholic secondary school and local secondary.
- ❖ Continued strong links with our Parish Community which included Sacramental Meetings for parents and the successful completion of our Sacramental programme.
- ❖ Successful P7 school camp and canoeing experiences for P6 pupils
- ❖ Rotary Club writing Competition Winner in P7
- ❖ Rotary club Art Competition winner in P7
- ❖ Successful Parents Nights and Meet the Teacher evenings. Several opportunities for parents and carers to Stay, Play and Learn and review pupil progress at our pupil led Joseph's Journey session.
- ❖ Successful Nativity Show with participation from all P1 & P2 pupils and the support of the School Choir.
- ❖ Scottish themed show in Jan with P3 and P4 pupils
- ❖ Successful School show for P5-7 pupils – The Wizard of Oz
- ❖ School Christmas fayre which was directly linked to sustainable class enterprise activities raised funds for our school.
- ❖ Successful Tough Mudder / Colour Run event that raised funds for the school.
- ❖ Local foodbank appeal organised by pupil community committee.
- ❖ Daffodil Tea fundraiser for Strathcarron Hospice
- ❖ Our Participatory Budgeting led by pupils saw all after school and lunchtime sports clubs be offered free of charge to all pupils and the establishment of Take what you need trolleys.
- ❖ All classes run the daily mile twice per week.
- ❖ Successful fundraising events planned and organised by our PSC fundraising group, such as our summer fayre, Halloween Parties and Christmas Family night.
- ❖ The re-establishment of a wide range of after school clubs and lunch time clubs run by pupil leaders.
- ❖ All pupils were able to take part in a whole school educational excursion in the final term to the Safari Park
- ❖ Grow Cube used to nurture seed germination and Science experiments.
- ❖ Replanting of school garden by classes to grow foods for local foodbank
- ❖ Participation in Linlithgow Gala day with School Show theme
- ❖ Theatre trip to see 101 Dalmatians for upper school pupils and whole school theatre trip to the Pantomime.
- ❖ Therapy guinea pigs available as well as Reading with Dogs for Targeted learners.
- ❖ Christmas visit to local care home to sing for residents and to sing at SVDP event in our parish.
- ❖ Re-establishment of Pope Francis Faith Award at P6 and P7

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	Good

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