West Lothian Council

Longridge Primary Standards and Quality Report for Session 2025-2026

School Self Evaluation 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

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School Context:

The Senior Leadership Team includes a Head Teacher (0.5) and a Principal Teacher who are all committed to demonstrating the school values and achieving the school's vision and aims. Within our school community, around 16 % of our learners live in Quintile 1 according to the Scottish Index of Multiple Deprivation (SIMD). 26.98% of learners (P4-P7) receive free school meals and 37.3% of families receive a clothing grant. A number of identified children experience gaps for a variety of reasons which impact on their learning and attainment. During the past session there has been a continued focus on health and wellbeing and on building and sustaining a positive and inclusive ethos within the school. Other core features of the school improvement work have included development of teaching and learning approaches in differentiation to meet learner needs. All teachers undertook Practitioner Enquiry to evaluate change in practice and show impact for children across the school. The school has a robust programme of targeted interventions which evidence impact of pupil progress across key areas. The school has a clear understanding of its strengths and areas for improvement.

School Website is available here to provide more context and information

What has your Child's School being doing to improve this year?

Wellbeing

Develop Understanding of Diversity and Rights

Staff developed understanding of diversity and rights. Pupils were involved in developing understanding of a range of disabilities, including physical disabilities.

Raising Attainment

Building Thinking Classrooms

Staff professional learning led to developing opportunities for pupils to engage in their learning through a Building Thinking Classrooms approach. This has shown a different way to engage in problem solving for many learners.

Effective Differentiation

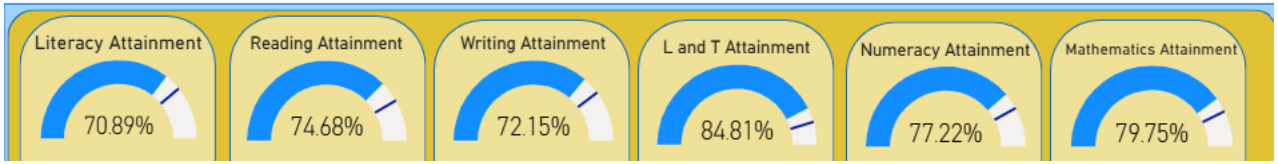
All teachers engaged in practitioner enquiries designed to develop their practice in differentiation through process in an evidence-based, measurable way. This involved a range of strategies such as use of technology, metacognition and peer tutoring and support.

Skills for Learning, Life and Work

Outdoor Learning

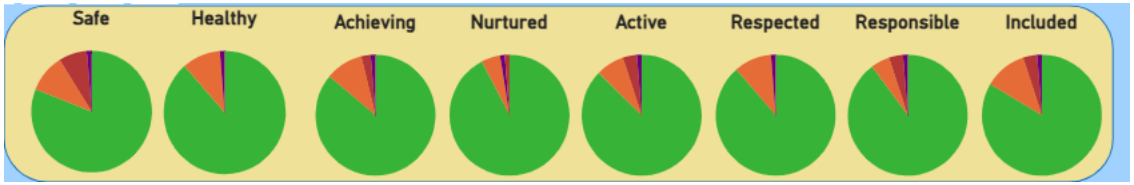
Staff professional learning has developed understanding of outdoor learning approaches. Staff have ensured weekly opportunities for outdoor learning and progressive learning for early to 2nd level.

How do we know what has made a difference for your child?



The information above shows an overview of our current levels of attainment. We are driving increased levels of attainment through targeted, evidence-based interventions that promote equity, supported by a dynamic Support for Learning model. Additionally, we are investing in staff professional development to ensure sustainable impact and continuous improvement.

- School attendance sits slightly above the West Lothian average at 90.83%.
- We have a strong commitment to supporting the wellbeing of all children through a comprehensive range of targeted interventions and inclusive practices. Recent self-reporting information below shows that pupils are responding positively across the wellbeing indicators.



- Ethos Survey Results show that ratings from Families have scored above the West Lothian Average for 20 out of 20 Statements
- Ethos Survey Results show that ratings from P5-7 have scored above the West Lothian Average for all 20 Statements
- The impact of our Pupil Equity fund has been that almost all learners in targeted literacy groups can demonstrate increased knowledge of initial sounds and blending and segmenting of sounds.

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Achievements we're proud of this year:		
Wider Achievements: Aberdour Beach trip Foodbank Fridays Languages Week, HWB Week, STEM Week Talent show Buddies – P1,2,6,7 Musical Instrument Tuition Outdoor learning – School Camp, Kids Gone Wild, Forest Visits, Levenseat – garden development Football tournaments Nativity Performance Easter Service Celebration Assemblies After School and lunch clubs Trips St Andrews Assembly and Ceilidh Christmas Fair	What our pupils say: Pupil Leadership Groups House Groups Hosted Levenseat Judging Christmas lunch and parties Young Writer competition Burns Assembly and performances Wellbeing Week Colour Run World Book Day and Scottish Book Week Assemblies Woodworking Creativity Hour Football tournaments	What our families say: Collaboration sessions Santa Dash- organised by parent council Disability Pride Fornight – parade, performances, sharing learning. Curriculum Cafes Communication Ethos Survey Scores Friendly Staff Team Opportunities beyond the classroom
What can your child look forward to next school session? • School to target achieving Gold Rights Respecting School Award • Developed Pedagogy to ensure improved level of pace and challenge to meet needs of all learners • To develop staff approached to play and discovery based learning to ensure we are meeting the needs of all learners. • To refresh school attendance policy and share with all families the school process and procedures. • To further develop approaches to a Building Thinking Classrooms Approach to meet needs of all learners and maintain engagement in numeracy and maths. • To engage families in a Trauma Informed Practices Approach • To ensure families are kept informed of pupil progress throughout the session.		**How do we know we have made a difference? What does this mean for your child?** • Targeted children are being supported to overcome barriers to learning through a number of carefully measured interventions such as First Class at Number, literacy hour supports and writing supports.. • Targeted children are receiving effective targeted support from our support for learning team within their classrooms, small groups and individual support sessions with daily reading and common word intervention. • All children are being impacted by the professional learning opportunities given to teachers across the curriculum such as through Building Thinking Classroom Approaches and differentiated teaching. • Most children are receiving effective targeted support and there is clear evidence of their progress through robust tracking systems. • Almost all children are confidently making progress in Literacy, Numeracy, and Maths.

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