West Lothian Council

Longridge Primary School
SCHOOL IMPROVEMENT PLAN

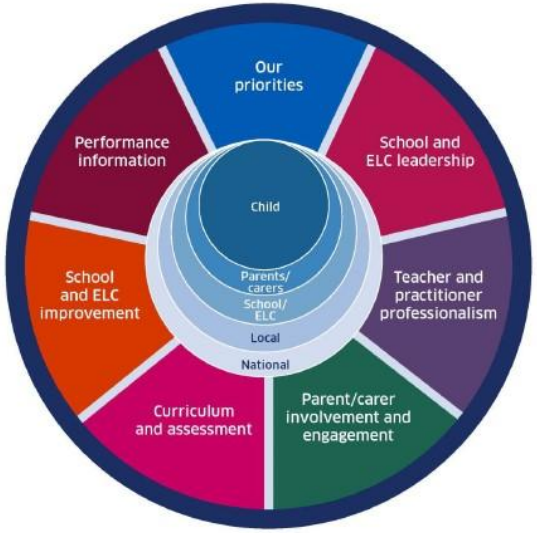
2026 / 2027

Factors Influencing the Improvement Plan

School Factors
Addressing Action Points identified in school's Self Evaluation procedures
Cluster Improvement Priorities
Equity Priorities

Local Authority Factors
Moving Forward in Your Learning Guidance
Literacy and Numeracy West Lothian Priorities, HWB
Raising attainment, including closing the gap (West Lothian Raising Attainment Strategy)
Transforming Your Council
Corporate Plan
Education Services Management Plan
West Lothian Parental Involvement and Engagement Framework
Equity Team and additional allocations, Pedagogy Team

National Factors
Coronavirus (COVID-19): Guidance on reducing the risks from COVID-19 in school
Moderation Cycle and Assessment
National Improvement Framework / Scottish Attainment Challenge / National Improvement Hub / Raising Attainment for All
Pupil Equity Funding/Equity Audit
How Good is Our School? 4th Edition and How Good is Our Early Learning and Childcare?, National Standard for ELC, Quality Framework for day care of children
Getting it Right for Every child (GIRFEC)
Curriculum for Excellence Refresh
Realising the Ambition
Developing Scotland's Young Workforce
Child Protection Procedures
GTCS professional standards and professional update 2021
Achieving Excellence and Equity 2022: National Improvement Framework and Improvement Plan
Putting Learners at the Centre: Towards a Future Vision for Scottish Education, The Ken Muir report, March 2022.
UNCRC
Presumption to provide education in a mainstream setting 2019 Support for Learning: All our Children and All their Potential (ASL Review) 2020



Vision, Values and Aims

Our school vision

'It takes many hearts to make a school'

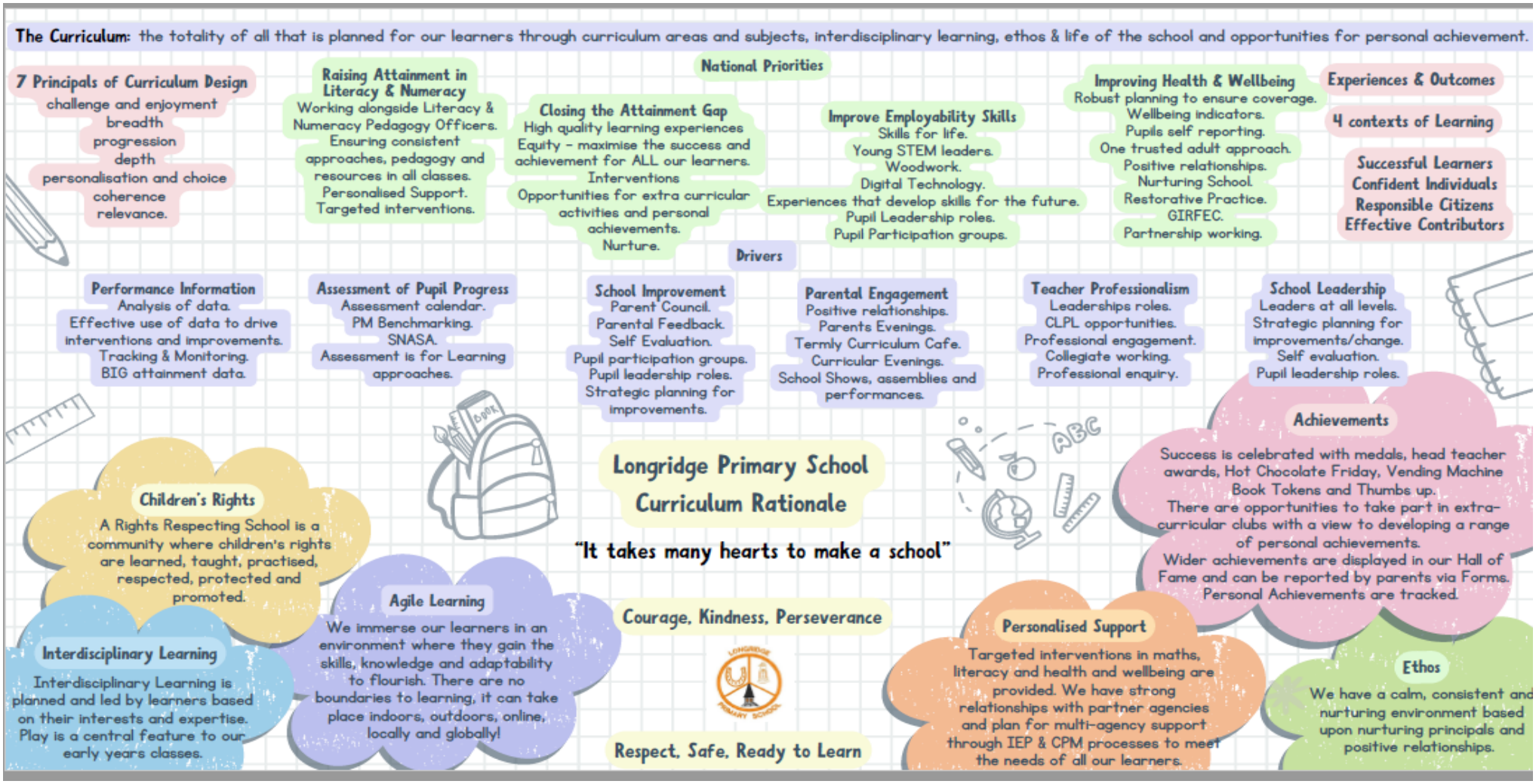
Our school values

Courage
Kindness
Perseverance

At Longridge Primary School we aim to create

Successful Learners
Confident Individuals
Responsible Citizens
Effective Contributors

Longridge Primary School Curriculum Rationale



Courage Relationships Relevance Values

Contextual Data Analysis and Rationale for 2026/27 School Improvement Plan

Background

Longridge Primary School is a non-denominational school situated in the village of Longridge. The current roll of the school comprises 89 pupils across five classes, and staffing is in accordance with authority guidelines. The 0.5 Head Teacher was appointed in December 2020. 69% of the children who attend Longridge Primary School reside in Quintile 3, 7% of our children reside in Quintile 1, and the remaining percentage of children reside within Quintiles 3, 4 and 5. Our Free School Meal uptake (P4-P7) is 9.26%, Clothing Grant uptake is 22%, and our attendance is currently sitting above the West Lothian average at 93%.

Health and Wellbeing

Health and wellbeing is at the centre of everything we do at Longridge Primary School. All staff understand the importance of positive relationships and creating calm and consistent environments for children. In the last session, all staff participated in trauma-sensitive practice training, and we will continue to work on this in the next session to achieve the Bronze Trauma-Sensitive Award for our school. We refreshed our Positive Relationships Policy and Anti-Bullying Strategy with staff, pupils, and parents during the last session.

Literacy and Numeracy

We have continued to develop our literacy curriculum and have worked in partnership with our Literacy Pedagogy Officer to introduce Literacy Hour in P3/2, further embed reciprocal reading strategies across all stages of the school, and integrate higher-order thinking skills into literacy and numeracy. In the last session, we introduced our literacy working walls and now have a consistent approach across all stages of the school. In this session, class teachers will be embedding the 'Building Thinking Classrooms' approach in their daily practice, and they will also participate in a range of training and professional learning opportunities to enhance their understanding of different learning needs and effective differentiation strategies.

Improvement Priorities

The school had a very positive HMIE inspection in March 2025, and many strengths were identified in the school's improvement work. It was identified that the school should continue to raise attainment in literacy and numeracy, and this will be done in this session by focusing on differentiation approaches in the classroom and by embedding the Building Thinking classroom approach across all stages of the school. Pupil voice and home-school engagement will also remain core features of the school's improvement work in this session. Collaboration is a key feature in our improvement journey; with a shared Head Teacher, the school staff works closely with our partner school. We have a strong collegial culture within the school and cluster and work together to achieve positive outcomes for all children and their families.



Courage Relationships Relevance Values

Analysis of Primary Data

- In P1 most of our children achieved early level in literacy and all children achieved early level in numeracy.
- In P2 the majority of our children are on track in their learning in literacy and most of the children are on track in numeracy.
- In P3 the majority of our children are on track in their learning in literacy and numeracy
- In P4 most of our children achieved first level in literacy and numeracy
- In P5 most of our children are on track in their learning in literacy and numeracy
- In P6 the majority of our children are on track in their learning in literacy and numeracy
- In P7 the majority of our children achieved literacy and numeracy at second level.

Analysis of Early Years Tracker

The following priorities have been identified for children moving into P1 in August 2026

- Literacy – Listening to others and taking turns.
- Health and Wellbeing – Perseverance of tasks and following rules.

Attainment Gap

An analysis of our attainment gap indicates that children's additional support needs is the main factor for this gap. In order to address this attainment gap, we will continue to provide high quality learning and teaching experiences and targeted interventions. Our evaluations of targeted interventions demonstrate that almost all children have made value-added progress.

Health and Wellbeing

Throughout the school year, most pupils self-reported positively across the health and wellbeing indicators. Supports and interventions are put in place for pupils who are identified through self and teacher reporting.

Longridge Primary - School Improvement Planning for Ensuring Excellence and Equity				
School priorities linked to knowledge and data as identified on previous page	**NIF Driver**	**Proposed actions**	**Timescale**	**Measures of Success**
Improvement in all children and young people's wellbeing: Improve wellbeing through a rights-based, trauma-informed approach, ensuring all learners feel safe, included and ready to learn **(Placing the human rights and needs of every child and young person at the centre of education)**	☐School and ELC Improvement. ☒School and ELC Leadership ☒Teacher and Practitioner Professionalism ☒Parental Engagement ☒Curriculum and Assessment ☒Performance Information	To engage families in a Trauma Informed Practices Approach School to target achieving Gold Rights Respecting School Award To refresh school attendance policy and share with all families the school process and procedures To develop individual trackers of pupil wellbeing with action plans to support progress of individual learners.	Oct 2026 June, 2027 Dec, 2026	**Measures** Parental engagement increases, with at least 75% participation in workshops / communication activities Gold Rights Respecting Schools Award achieved by June 2027 (external accreditation) Attendance improvement to 94% overall, with targeted pupils improving by 3–5% from baseline All learners can discuss their individual pupil trackers of Progress Profiles to demonstrate progress.
Raising attainment for all, particularly in literacy and numeracy(universal): Improve attainment through high-quality learning, teaching and assessment, with a focus on differentiation and pedagogy **(Placing the human rights and needs of every child and young person at the centre of education)**	☒School and ELC Improvement ☒School and ELC Leadership ☒Teacher and Practitioner Professionalism ☒Parental Engagement ☒Curriculum and Assessment ☒Performance Information	All class teachers will undertake a practitioner enquiry to enhance their understanding of different learning needs and effective differentiation strategies. All teachers will work as Pedagogy Pioneers, led by our Leaders of Learning designed to support them meeting learners needs across literacy, numeracy and discovery based learning. Continue to embed Building, Thinking Classroom' approaches across all stages of the school, delivering change as a cluster priority. To engage in national development of understanding of refreshed curriculum understanding of Curriculum Improvement Cycle.		**Measures** All teachers complete practitioner enquiry, demonstrating impact on differentiated practice Most pupils will be able to articulate their learning and next steps in learning conversations with families and staff. High-quality questioning and formative assessment evident in most lessons
Tackling the attainment gap between the most and least advantaged children (targeted): **(Placing the human rights and needs of every child and young person at the centre of education)**	☒School and ELC Improvement ☒School and ELC Leadership ☒Teacher and Practitioner Professionalism ☒Parental Engagement ☒Curriculum and Assessment ☒Performance Information	*'All West Lothian schools are committed to continuously developing their approach to ensure equity and tackle the poverty related attainment gap. Each school's **PEF Summary** provides an overview of their approach and an outline of how Pupil Equity Funding is being used to provide a range of universal and targeted approaches and interventions.* *Please follow this link (**INSERT HYPERLINK**) to view our PEF Summary and find out more about our use of Pupil Equity Funding.*		Documented in PEF Plan

Improvement in employability skills and sustained, positive school leaver destinations for all young people: Develop skills for learning, life and work through play, outdoor learning and learner agency . **(Placing the human rights and needs of every child and young person at the centre of education)**	☒School and ELC Improvement ☒School and ELC Leadership ☒Teacher and Practitioner Professionalism ☒Parental Engagement ☒Curriculum and Assessment ☒Performance Information	Continue to embed outdoor learning approaches across all stages of the school and create a clear policy for outdoor learning which includes a clear plan for different stages to use different community areas providing progression. To develop staff approached to play and discovery-based learning to ensure we are meeting the needs of all learners. To ensure children can discuss their progress with families to demonstrate clear progress and next steps. To further embed social intelligence skills for all learners across the school.		**Measures** All stages implement progressive outdoor learning programme policy in place by October 2026. High Quality Play and enquiry-based learning in majority of lessons Most learners will be able to discuss skills through learning conversations. All staff demonstrate improved confidence in play-based and outdoor pedagogy (CLPL evaluation) Learner profiles shared termly, with most families evidencing parental engagement with targets and Profiles.