



SCHOOL IMPROVEMENT PRIORITY



Letham and Riverside Primary School

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& FACTORS

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WHAT IS THE KEY PRIORITY FOR SCHOOL IMPROVEMENT THIS ACADEMIC YEAR?

PRIORITY: To embed the **calm inclusive learning environment** where all learners **have positive relationships and wellbeing** and where they **experience high quality learning** delivered through a **culturally responsive curriculum with a strong community voice.**

Confident Individuals Successful Learners Effective Contributors Responsible Citizens

(THIS PRIORITY WILL BE BROKEN DOWN INTO SEPARATE ACTIONS. ATTEMPT TO ARTICULATE AN OVERARCHING PRIORITY)

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*ALL SCHOOLS HAVE A SEPARATE PUPIL EQUITY FUNDING PLAN TO ENSURE THAT CHILDREN AND YOUNG PEOPLE AFFECTED BY POVERTY ACHIEVE THEIR FULL POTENTIAL. FOCUSING ON TARGETED IMPROVEMENT ACTIVITY IN LITERACY, NUMERACY, AND HEALTH AND WELL-BEING

YEAR: 2025-2026

COURAGE RELATIONSHIPS VALUES RELEVANCE

CONTEXT
& FACTORS

PRIORITY: To embed the **calm inclusive learning environment** where all learners have positive relationships and wellbeing and where they experience high quality learning delivered through a culturally responsive curriculum with a strong community voice.



WHAT FEATURES OF SCHOOL CONTEXT, LOCAL AUTHORITY FACTORS, AND NATIONAL FACTORS CONNECT TO THE SPECIFIC IMPROVEMENT PRIORITY?

SCHOOL (LEARNERS)

Letham PS Riverside PS

45.91% 49.02% of pupils are in receipt of **Free School Meals (FSM)**, compared to the **West Lothian average of 19.62%**.

1.26% 1.96% of pupils have **Care Experience** (WL 0.89%).

49.69% 22.06% of pupils have **Additional Support Needs (ASN)** (WL 38.86%).

20.75% 4.41% of pupils are **English as an Additional Language (EAL)** learners (WL 8.99%).

In 2024/25, the school received **£124,950 £112,700** in **Pupil Equity Funding (PEF) RS 112,700** This funding has been strategically used to target barriers to learning and promote equity in educational outcomes.

59.75% 43.63% of pupils are identified as **Quintile 1** learners (WL 15.17%).

90% 92% of the school roll fall within **Quintiles 1 and 2** (WL 41.21%).

HMI Visit 2019/2020 Satisfactory



STANDARDS AND QUALITY REPORT

STANDARDS QUALITY 23-24

LOCAL AUTHORITY & CLUSTER

CLUSTER

Learning, Teaching and Assessment (Good+ for 2.3)

RIC Learning, Teaching and Assessment Toolkit

Cluster HT Ongoing Self Evaluation

HT QA in other cluster school

Quality Assurance Equity Thematic Review by Middle Leaders

Cluster Moderation – Data Driven

West Lothian Health and Wellbeing Priorities

West Lothian BIG Attainment Data & Identified

Gaps/Trends West Lothian Raising Attainment Strategy -

Raising attainment, including closing the gap

West Lothian Literacy and Numeracy Priorities

West Lothian Equity Team & Pupil Equity Funding

West Lothian Curriculum Design Approach

West Lothian Moving Forward in Your Learning Guidance

(MFiL); Themes 1 & 2: Learning & Engagement Quality of

Teaching and themes

West Lothian 3 & 4: Effective use of Assessment

Planning, Tracking and Monitoring

Raising attainment, including closing the gap

West Lothian Raising Attainment Strategy 2023-28

NATIONAL

Getting it Right for Every child (GIRFEC)

Curriculum for Excellence Refresh UNCRC

Putting Learners at the Centre: Towards a Future Vision for Scottish Education, The Ken Muir report, March 2022.

Realising the Ambition

Achieving Excellence and Equity 2022: National Improvement Framework and Improvement Plan All Learners in Scotland Matter - The National Discussion Report

Developing Scotland's Young Workforce Teaching Learning and Assessment Moderation Cycle (Education Scotland)

GTCS professional standards and professional update 2021

How Good is Our School? 4th Edition and How

Good is Our Early Learning and Childcare?

Particular focus on 2.3 Learning Teaching and Assessment.



SCHOOL IMPROVEMENT PRIORITY



Letham and Riverside Primary School

VISION & VALUES

PRIORITY: To embed the **calm inclusive learning environment** where all learners have positive relationships and wellbeing and where they experience high quality learning delivered through a culturally responsive curriculum with a strong community voice.



HOW DOES THE SPECIFIC IMPROVEMENT PRIORITY FURTHER THE VISION AND VALUES OF THE SCHOOL?

SCHOOL VISION

To build a **Craigshill Community** with a **strong sense of identity**, where we are all **proud of our achievements**.

SCHOOL VALUES

Belonging
Kindness
Respect
Creativity



CURRICULUM RATIONALE

The Craigshill Curriculum is culturally responsive and reflects the needs of the learners. We ensure that we connect and feed the Roots of our learners through nurturing positive relationships. The curriculum is skills based and knowledge rich; we cover less because we believe that our children should have the opportunity to study the curriculum in greater depth. We want our children to produce exceptional outcomes whilst developing their independence, resilience, curiosity and creativity. We want our learners to have the attributes to be life long learners. We want them to be confident individuals, who are responsible citizens and effective contributors that leads to successful learners.

Our priority aim is to ensure that our curriculum aligns with the vision values and aims of our school community.

We will ensure that approaches to learning, teaching and assessment are strengthened through the development of our curriculum.

PROVIDE A BRIEF BLURB CONNECTING THE SCHOOL VISION, VALUES, AND CURRICULUM RATIONALE TO THE IDENTIFIED SCHOOL IMPROVEMENT PRIORITY.



SUPPORTING DATA

PRIORITY: To embed the **calm inclusive learning environment** where all learners have positive relationships and wellbeing and where they experience high quality learning delivered through a culturally responsive curriculum with a strong community voice.



WHAT DATA HAVE YOU COLLECTED AND ANALYSED THAT SUPPORTS THE FOCUS ON THE SPECIFIC IMPROVEMENT PRIORITY?

DATA ANALYSIS STATEMENT:

The Positive Relationship Policy was implemented and consolidated in 24-25. Due to the number of racist episodes this element will be a focus for Term 1.

The Health and Wellbeing indicators and Zones of Regulation are embedded. We now need to empower our children to have strategies to support their own wellbeing.

Learning Walks have identified good teaching. We now need to ensure a consistent approach with all learning opportunities taken.

Literacy data has shown a steady increase in all year groups. Maths data shows less progress and is less consistent.

We need to increase the opportunity for parent and pupil voice as we develop the culturally responsive curriculum

TRIANGULATING SOURCES:

PEOPLE'S VIEWS

DIRECT OBSERVATION

QUANTITATIVE DATA

Staff and Pupil Feedback

Observation of policy in practice

Number of racist episodes.

Teaching staff

Zones of Regulation in practice

Attendance steady increase

Staff Jotter Review

SLT Learning Walks

Attainment Data

Teaching staff

SLT Learning Walks

Data June 2025

Pupil Feedback

Curriculum review
INSET

Parent/Child Feedback

HIGHLIGHT IMPORTANT HEADLINE DATA ANALYSIS STATEMENTS RELEVANT TO THE IDENTIFIED SCHOOL IMPROVEMENT PRIORITY.

- IDENTIFY TRIANGULATING DATA SOURCES USED TO VALIDATE ANALYSIS STATEMENT
- CONSIDER DATA SOURCES THAT REPRESENT YOUNG PEOPLE AS CITIZENS, AS INDIVIDUALS, AS CONTRIBUTORS, AND AS LEARNERS
- ENSURE LEARNER VOICE IS REPRESENTED



ACTIONS & INDICATORS

PRIORITY: To embed the **calm inclusive learning environment** where all learners have **positive relationships and wellbeing** and where they **experience high quality learning** delivered through a **culturally responsive curriculum with a strong community voice.**



WHAT SPRINT ACTIONS DO YOU PLAN TO TAKE IN ORDER TO SIGNIFICANTLY IMPACT THE SPECIFIC IMPROVEMENT PRIORITY?

PLANNED ACTIONS SHOULD BE **SPRINT ACTIONS** - ACHIEVABLE WITHIN **TERM 1**. THESE ACTIONS SHOULD BE EVALUATED AT THE END OF THE TERM 1. TRY NOT TO CARRY TOO MANY INCOMPLETE ACTIONS INTO TERM 2

FUTURE ACTIONS ACTIONS:

Maintain the Positive Relationship Policy, embed the Anti Bullying Charter and implement an Anti Racist Curriculum...

Implement the 5 ways to better wellbeing and link to the Zones of Regulation.

Consolidate the 5 pillars of the equitable classroom and Circle Document materials.

Implement Building Thinking Classrooms and the Accessibility Digital Tools

Consolidate the Culturally Responsive Curriculum through Practitioner Enquiry.

BRIEF DESCRIPTION OF POSSIBLE FUTURE ACTIONS, WHICH MAY BE EXPANDED AND BECOME 'PLANNED ACTIONS'

PLANNED ACTIONS:

- 1** Consolidate Positive Relationship Weeks including parental information on racism and implement an Anti Racist Curriculum  Staff SR Ongoing
- 2** CAT2 2nd Oct ICHS Cluster with SAMH and Active Schools. Regulation Project to support development of materials.  SAMH and Active Schools CM Oct 2nd
- 3** Class Circle Document Inset 12.8.25 SH bitesize 5 pillars at staff meetings  Staff SH 12.8.25/Ongoing
- 4** ICSH Maths CAT1 2/9/25 and CAT3 7.10.25 Accessibility tools at staff meetings  SS AR SG Aug/Sept
- 5** Practitioner Enquiry cycle in WTA – Focussing/Interrupting/Sense Making  All Staff 11.9.25/27.10.25

DETAILED DESCRIPTION OF ACTIONS TO BE TAKEN IMMINENTLY - ORDERED BY IMPORTANCE.

SUCCESS/IMPACT INDICATOR:

All children and their parents can explain the 4 R's from the Positive Relationship Policy and the school's strategy to support Anti Racism

Learning Walks shows all classes have Regulation Stations that meet the learners needs.

Circle Document feedback and Learning Walks shows a consistent approach in all classes

Jotter moderation shows consistency and that identified learners are using accessibility tools..

The Craigshill Curriculum meets the needs of all learners through a strong parent and pupil voice.

CLEARLY DEFINED MEASURE OF SUCCESS. ENSURE LEARNER VOICE IS REPRESENTED WITHIN MEASURES.

RAG:

REVIEW SUCCESS



ACTIONS
& INDICATORS

PRIORITY: To embed the **calm inclusive learning environment** where all learners have positive relationships and wellbeing and where they experience high quality learning delivered through a culturally responsive curriculum with a strong community voice.



WHAT SPRINT ACTIONS DO YOU PLAN TO TAKE IN ORDER TO SIGNIFICANTLY IMPACT THE SPECIFIC IMPROVEMENT PRIORITY?

PLANNED ACTIONS SHOULD BE SPRINT ACTIONS - ACHIEVABLE WITHIN TERM 2. THESE ACTIONS SHOULD BE EVALUATED AT THE END OF THE TERM 2. TRY NOT TO CARRY TOO MANY INCOMPLETE ACTIONS INTO TERM 3

FUTURE ACTIONS ACTIONS:

BRIEF DESCRIPTION OF POSSIBLE FUTURE ACTIONS, WHICH MAY BE EXPANDED AND BECOME 'PLANNED ACTIONS'

PLANNED ACTIONS:

6		 A and SG  March 25
7		 SLT  Jan/Feb/Mar
8		 SS and AR  Feb, March
9		 Teaching Staff 
10		 AR and SG  March

DETAILED DESCRIPTION OF ACTIONS TO BE TAKEN IMMINENTLY - ORDERED BY IMPORTANCE.

SUCCESS/IMPACT INDICATOR:

CLEARLY DEFINED MEASURE OF SUCCESS. ENSURE LEARNER VOICE IS REPRESENTED WITHIN MEASURES.

RAG:

REVIEW SUCCESS



ACTIONS
& INDICATORS

PRIORITY: To embed the **calm inclusive learning environment** where all learners have positive relationships and wellbeing and where they experience high quality learning delivered through a culturally responsive curriculum with a strong community voice.



WHAT SPRINT ACTIONS DO YOU PLAN TO TAKE IN ORDER TO SIGNIFICANTLY IMPACT THE SPECIFIC IMPROVEMENT PRIORITY?

PLANNED ACTIONS SHOULD BE SPRINT ACTIONS - ACHIEVABLE WITHIN TERM 3. THESE ACTIONS SHOULD BE EVALUATED AT THE END OF THE TERM 3. TRY NOT TO CARRY TOO MANY INCOMPLETE ACTIONS INTO TERM 4

FUTURE ACTIONS ACTIONS:

PLANNED ACTIONS:

11

12

13

14

15

SUCCESS/IMPACT INDICATOR:

RAG:

BRIEF DESCRIPTION OF POSSIBLE FUTURE ACTIONS, WHICH MAY BE EXPANDED AND BECOME 'PLANNED ACTIONS'

DETAILED DESCRIPTION OF ACTIONS TO BE TAKEN IMMINENTLY - ORDERED BY IMPORTANCE.

CLEARLY DEFINED MEASURE OF SUCCESS. ENSURE LEARNER VOICE IS REPRESENTED WITHIN MEASURES.

REVIEW SUCCESS

A CURRICULUM
for EXCELLENCE

PRIORITY: To embed the **calm inclusive learning environment** where all learners have **positive relationships and wellbeing** and where they **experience high quality learning** delivered through a **culturally responsive curriculum with a strong community voice**.



HOW DOES THIS SPECIFIC IMPROVEMENT PRIORITY SUPPORT THE CURRICULUM FOR EXCELLENCE PURPOSE OF FULFILLING THE 4 CAPACITIES?

LEARNERS:

1,2,3,4,5	Enthusiasm and motivation for learning
1,2,3,4,5	Determination to reach high standards of achievement
3,4	Openness to new thinking and ideas
3,4	Use literacy, communication and numeracy skills
4,5	Use technology for learning
4,5	Think creatively and independently
4,5	Learn independently and as part of a group
4,5	Make reasoned evaluations
3,4,5	Link and apply different kinds of learning in new situations

INDIVIDUALS:

1,2	Self-respect
1,2	A sense of physical, mental and emotional well-being
1,2	Secure values and beliefs
1,2,4,5	Ambition
1,2	Relate to others and manage themselves
2,4,5	Pursue a healthy and active lifestyle
1,2	Be self-aware
1,2,5	Develop and communicate their own beliefs and view of the world
5	Assess risk and make informed decisions
4,5	Achieve success in different areas of activity

CITIZENS:

1,2	Respect for others
1,2	Commitment to participate responsibly in political, economic, social and cultural life
4,5	Develop knowledge and understanding of the world and Scotland's place in it
1,2	Understand different beliefs and cultures
5	Make informed choices and decisions
4,5	Evaluate environmental, scientific and technological issues
4,5	Develop informed, ethical views of complex issues
4,5	Make reasoned evaluations

CONTRIBUTORS:

4,5	An enterprising attitude
2	Resilience
2	Self-reliance
4,5	Communication in different ways and in different settings
4,5	Work in partnership and in teams
4,5	Take the initiative and lead
4,5	Apply critical thinking in new contexts
4,5	Create and develop
83,4,5	Solve problems

(IDENTIFY 1,3,4 THE SPECIFIC IMPROVEMENT ACTIONS WHICH WILL STRONGLY IMPACT THE ABILITY OF YOUR CURRICULUM TO DEVELOP AND DELIVER THE 4 CAPACITIES AND ATTRIBUTES)



QUALITY INDICATORS

PRIORITY: To create a **calm inclusive learning environment** where all learners **have positive relationships** and **experience high quality learning** delivered through a **broad curriculum offer with a strong pupil voice**.



HOW DOES THIS SPECIFIC IMPROVEMENT PRIORITY CONNECT WITH FOCUS HGIOS QUALITY INDICATORS?

1.3 Leadership of change

1,2

Developing a shared vision, values and aims relevant to the school and its community

3

Strategic planning for continuous improvement

4,5

Implementing improvement and change

2.2 Curriculum

4,5

Rationale and design

4,5

Development of the curriculum

4,5

Learning pathways

4,5

Skills for learning, life and work

2.3 Learning, teaching and assessment

3

Learning and engagement

3

Quality of teaching

3

Effective use of assessment

3

Planning, tracking and monitoring

3.1 Ensuring wellbeing, equality and inclusion

1,2

Wellbeing

1,2

Fulfilment of statutory duties

1,2

Inclusion and equality

3.2 Raising attainment and achievement

3

Attainment in literacy and numeracy

3

Attainment over time

3

Overall quality of learners' achievement

3

Equity for all learners

DETAIL ANY OTHER FOCUS QUALITY INDICATOR:

1.1 Self Evaluation for Self Improvement
2.3 Differentiation
3.1 Attainment



SCHOOL SELF EVALUATION SUMMARY

(IDENTIFY **1,3,4** THE SPECIFIC IMPROVEMENT ACTIONS WHICH WILL STRONGLY IMPACT THE DEVELOPMENT OF HGIOS QUALITY INDICATORS)



SCHOOL IMPROVEMENT PRIORITY



Letham and Riverside Primary School

NATIONAL IMPROVEMENT FRAMEWORK

PRIORITY: To embed the **calm inclusive learning environment** where all learners have **positive relationships and wellbeing** and where they **experience high quality learning** delivered through a **culturally responsive curriculum with a strong community voice**.



HOW DOES **THIS SPECIFIC IMPROVEMENT PRIORITY** CONNECT WITH NATIONAL IMPROVEMENT FRAMEWORK PRIORITIES AND DRIVERS?



SCHOOL AND
ELC IMPROVEMENT



SCHOOL AND
ELC LEADERSHIP



TEACHER AND
PRACTITIONER
PROFESSIONALISM



PARENTAL
ENGAGEMENT



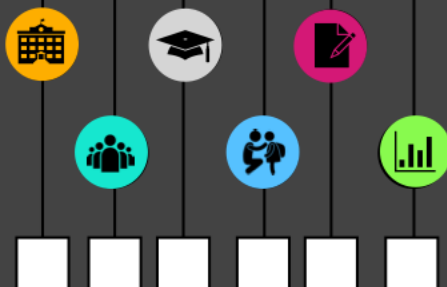
CURRICULUM AND
ASSESSMENT



PERFORMANCE
INFORMATION

Placing the human rights and needs of every child and young person at the centre of education

THROUGH



Improvement in all children and young people's health and wellbeing

THROUGH



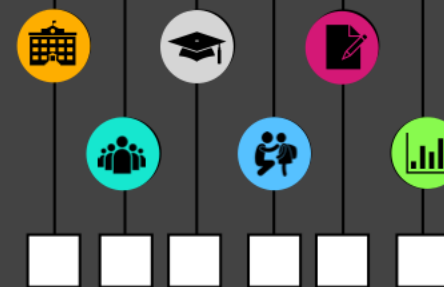
Improvement in skills and sustained, positive school leaver destinations for all young people

THROUGH



Improvement in attainment, particularly in numeracy and literacy

THROUGH



Closing the attainment gap between the most and least disadvantaged children and young people

THROUGH



(SELECT ☒ NIF PRIORITIES AND THE RELATED DRIVER(S) THAT YOU ARE CONFIDENT WILL BE **STRONGLY IMPACTED** BY THE **ACHIEVEMENT OF THE IDENTIFIED SCHOOL IMPROVEMENT PRIORITY**)

YEAR: 2025-2026

COURAGE RELATIONSHIPS VALUES RELEVANCE



BIGGER PICTURE

WHAT (POSSIBLE) FUTURE SCHOOL IMPROVEMENT PLANS ARE **IMPORTANT TO NOTE?**



YEAR2

Develop meta skills assessment framework.

Develop the use of profiles to include progressive transferable skills and the children's ability to talk about these.

Develop partnerships with the world of work through parents and local businesses to enable sustainable curriculum opportunities.

Further develop the use of HGIOURS to include pupil observations of their peers to monitor progress within communication/ listening and talking skills.

YEAR3

Develop rubrics to involve pupils in self assessing and being coached through their progress within meta skills

Review Expressive Arts curriculum to ensure opportunities for creativity and clear development of skills.

YEAR4

(YOU MAY CHOOSE TO INCLUDE PLANNED OR EXTENDED PARTNERSHIPS, KNOWN DEVELOPMENTS AND CONTINUATIONS OF THE CURRENT PRIORITY, AND SPECIFIC AREAS (E.G. CURRICULUM, NIF, UNCRC, ETHOS) IDENTIFIED FOR ATTENTION. **ENSURE LEARNER VOICE IS REPRESENTED WITHIN FUTURE PLANS.**



ELC settings are a distinct and important part of the school community. ELC settings have a separate Action Plan which details current and planned actions intended to improve the learning and experiences of children accessing this service.

Please follow this link



[Please see ELC information](#)

to view our ELC Action Plan.



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 to improve literacy, numeracy and health and wellbeing.

Please follow this link  to view our PEF Summary and find out more about our use of funding.