



**EDUCATION QUALITY ASSURANCE COMMITTEE**

**VALIDATED SELF-EVALUATION: RIVERSIDE PRIMARY SCHOOL**

**REPORT BY HEAD OF EDUCATION (PRIMARY, EARLY LEARNING AND RESOURCES)**

**A. PURPOSE OF REPORT**

To bring to Committee's attention Riverside Primary School's validated self-evaluation and identified areas for improvement to be included in the school's improvement activities for 2025-2026.

**B. RECOMMENDATION**

It is recommended that the Committee note the contents of the report and the school's arrangements for continuing improvement.

**C. SUMMARY OF IMPLICATIONS**

<b>I Council Values</b>	Caring and compassionate; Open, honest and accountable; Collaborative, inclusive and adaptive.
<b>II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)</b>	Education (Scotland) Act 1980 Children and Young People (Scotland) Act 2014 Education (Additional Support for Learning) (Scotland) Act 2014
<b>III Implications for Scheme of Delegations to Officers</b>	None
<b>IV Impact on performance and performance Indicators</b>	Education Scotland quality indicators are used to measure the performance of schools – How Good Is Our School?4 (HGIOS?4).
<b>V Relevance to Single Outcome Agreement</b>	Positive inspection reports are used as a key outcome measure in the Single Outcome Agreement. Positive is measured by satisfactory or better in the quality indicators used by Education Scotland.
<b>VI Resources - (Financial, Staffing and Property)</b>	School's Devolved Budget/Pupil Equity Funding
<b>VII Consideration at PDSP</b>	Not applicable
<b>VIII Other consultations</b>	None

## D. TERMS OF REPORT

### D1 Background

Date of VSE	27 <sup>th</sup> and 28 <sup>th</sup> January 2026
School roll	187
Staffing and date of appointment of management team	Head Teacher (March 2023) Depute Head Teacher (Appointed August 2023, working across Riverside and Letham PS) 2 Acting Principal Teachers (April 2018) Principal Teacher (August 2018, working across both schools) 15 Teachers 8 Pupil Support Workers (full and part-time) 1 Family Support Worker (April 2018) 2 Supervisory Assistants (Breakfast Club) 2 Supervisory Assistants (Lunch) 1 Administrative Assistant (Works across both schools) 1 Clerical Assistant
Scottish Index of Multiple Deprivation (SIMD) – 1 <sup>st</sup> being most deprived and 68 <sup>th</sup> being least deprived	SIMD Rank – 1471.40 Order 4 out of 68 West Lothian Primary Schools
Pupil Equity Fund Allocation	£112,700.00

### D2 Context of the School

Riverside Primary School is a non-denominational primary school operating within a collaborative leadership model alongside Letham Primary School. It serves the Craighill community and is part of the Inveralmond cluster. The school supports 187 children across nine classes, including composite classes at P2/3, P3/4 and P6/7. A dedicated Nurture teacher supports the wellbeing of children across both schools. The school benefits from an active Parent Council that works closely with the school to improve outcomes for learners. Riverside Primary fosters a positive, inclusive ethos with a strong focus on health, wellbeing, and personalised support. Its values of, belonging, respect, kindness, and creativity are central to all aspects of school life.

#### 2025/26 GIRFEC Levels (% of students)

Stage	Roll	Level 1	Level 2	Level 3	Level 4
P1	16	87.50%	6.25%	6.25%	0.00%
P2	26	76.92%	23.08%	0.00%	0.00%
P3	20	75.00%	10.00%	15.00%	0.00%
P4	33	87.88%	9.09%	3.03%	0.00%
P5	24	87.50%	8.33%	4.17%	0.00%
P6	35	71.43%	28.57%	0.00%	0.00%
P7	33	69.70%	27.27%	3.03%	0.00%
School	187	78.61%	17.65%	3.74%	0.00%

Level 1 (Core): Needs are met within the classroom by teacher

Level 2 (Targeted): A higher level of support possibly in consultation with agencies out with education

Level 3 (Enhanced): The child's additional support needs require input from two, or more, support services and/or different agencies

Level 4 (Intensive): Referral to SORG who will allocate alternative provision

### **D3 Evaluative Analysis of School's Current Position**

Through the head teacher's effective leadership and a clear, shared vision, staff have been supported to create a positive and inclusive learning environment where pupil voice is respected and valued. Staff have high expectations for all children and, as a result, pupils are happy, polite, and proud of their school and learning community.

The school's positive relationship policy is informed by an evidence-based approach and a strong understanding of the whole school community. Relationships across the school are respectful and caring, both between staff and children and between children themselves. Children are well behaved, engaged in their learning, and consistently demonstrate the school's values of belonging, respect, kindness, and creativity.

Learning experiences are well planned, and teachers work hard to identify contexts that are engaging and relevant for learners, particularly within interdisciplinary learning. Explanations and instructions are clear. Children have opportunities to work collaboratively in groups and pairs as well as independently. They willingly share ideas and are keen to discuss and reflect on their learning.

In most lessons, the purpose of learning is shared with children and, in a few lessons, steps to success are also identified. There is scope to increase the explicit use of success criteria across all learning experiences and to involve children more consistently in reflecting on these through formative assessment approaches. Staff should continue to build confidence in using these approaches. This will support greater consistency across the school and help pupils identify their strengths, next steps, and develop their identity as a learner.

Staff have a strong understanding of the school community and its context. They are highly invested in supporting individual learners, ensuring that most learning experiences are well matched to individual needs. In a few lessons, there was effective and creative use of digital technologies to overcome barriers to learning, this included the use of dictate tools. Personalised support plans are of particularly high quality. All staff are supported by a comprehensive programme of professional learning and have allocated time for practitioner enquiry. The senior leadership team values collaborative work with partners while recognising the responsibility of all staff to meet learners' needs. This has resulted in increased internal capacity to support and celebrate the diverse needs of learners.

Robust systems for tracking and monitoring attainment, supported by quality assurance processes, ensure that learners at risk of missing out receive effective and timely support. Excellence and Equity meetings enable regular professional dialogue and detailed analysis of data between teachers and senior leaders, increasing confidence in professional judgements.

Literacy and numeracy data for session 2025/26 indicates that most children are progressing well from prior attainment levels. Data draws on teacher professional judgement informed by summative assessments and moderation. This moderation practice should now be extended to other curricular areas, including numeracy and mathematics, in line with current plans.

The school provides a wide range of opportunities for children to engage in broader learning opportunities and experiences. This includes a 'Passport of Experiences' where every child is encouraged to take part in a list of new and varied 'adventures' each school year. These activities provide opportunities for pupils to see or visit new places, get involved in their community and develop interests in areas that they previously may not have had the opportunity to.

Pupils are actively involved in the planning and decision-making for these, further strengthening pupil voice and shared responsibility. This promotes equity of opportunity, participation, and wider achievement. These experiences form an important part of the school's curriculum and are tracked to ensure all children have access to a broad range of enriching experiences.

Achievements beyond school are celebrated through assemblies, wall displays, certificates, and the weekly Sway newsletter. This strong culture of recognition reflects the school's commitment to learner participation and achievement.

Clear and strategic plans are in place for the use of Pupil Equity Funding to improve attainment and achievement for children and young people facing challenges. Senior leaders have established a data-driven culture where poverty-related information, including attainment, attendance, and Care Experienced Children data, is shared to ensure collective responsibility across the staff team. Staff engage in professional dialogue and Data Dialogue sessions to identify gaps in learning, wellbeing, participation, and achievement. Interventions for learners impacted by poverty are robustly tracked to ensure they are impactful and lead to improved outcomes

#### **D4 School Identified Areas for Improvement**

Strengthen the explicit and consistent use of success criteria across all lessons and curricular areas. This will support pupils to clearly understand high expectations, recognise their strengths as learners, and identify next steps and targets for improvement.

Continue to embed the school's agreed Formative Assessment Toolkit, ensuring consistent practice across the school. This will further support pupils to know themselves as learners and engage more confidently in reflecting on their progress and next steps.

Continue to develop Numeracy and Mathematics across the school, in line with current improvement plans, building on the progress already made.

#### **D5 Performance Information**

##### **Attendance (Previous Session 2024/25)**

Attendance	School – 89.81% West Lothian – 92.45%
Authorised Absence	School – 7.38% West Lothian – 5.30%
Unauthorised Absence	School – 2.79% West Lothian – 2.24%

##### **Teacher Professional Judgement**

##### **Pupils Achieving Expected National Curriculum for Excellence Levels – Primary 1**

<b>2024/25</b>	<b>Roll</b>	<b>Reading</b>	<b>Writing</b>	<b>Listening &amp; Talking</b>	<b>Numeracy</b>
School	27	66.67%	66.67%	66.67%	59.27%
Authority	1934	81.13%	78.96%	87.07%	84.13%
National	N/A	80.62%	78.67%	86.55%	84.56%

<b>2023/24</b>	<b>Roll</b>	<b>Reading</b>	<b>Writing</b>	<b>Listening &amp; Talking</b>	<b>Numeracy</b>
School	24	66.67%	75.00%	75.00%	75.00%
Authority	1972	84.33%	82.35%	89.55%	86.97%
National	N/A	81.18%	79.44%	87.31%	84.88%

<b>2022/23</b>	<b>Roll</b>	<b>Reading</b>	<b>Writing</b>	<b>Listening &amp; Talking</b>	<b>Numeracy</b>
School	35	65.71%	62.86%	71.43%	68.57%
Authority	2084	83.40%	80.76%	89.68%	85.51%
National	N/A	80.60%	78.39%	86.90%	84.71%

#### **Pupils Achieving Expected National Curriculum for Excellence Levels – Primary 4**

<b>2024/25</b>	<b>Roll</b>	<b>Reading</b>	<b>Writing</b>	<b>Listening &amp; Talking</b>	<b>Numeracy</b>
School	24	79.17%	75.00%	83.33%	75.00%
Authority	2224	83.45%	80.13%	91.91%	85.16%
National	N/A	79.05%	74.17%	87.38%	77.92%

<b>2023/24</b>	<b>Roll</b>	<b>Reading</b>	<b>Writing</b>	<b>Listening &amp; Talking</b>	<b>Numeracy</b>
School	35	65.71%	60.00%	77.14%	60.00%
Authority	2181	84.23%	80.06%	91.98%	84.09%
National	N/A	78.95%	73.50%	86.95%	78.05%

<b>2022/23</b>	<b>Roll</b>	<b>Reading</b>	<b>Writing</b>	<b>Listening &amp; Talking</b>	<b>Numeracy</b>
School	33	69.70%	63.64%	84.85%	69.70%
Authority	2256	84.57%	78.99%	91.53%	83.95%
National	N/A	77.90%	72.01%	86.56%	76.86%

#### **Pupils Achieving Expected National Curriculum for Excellence Levels – Primary 7**

<b>2024/25</b>	<b>Roll</b>	<b>Reading</b>	<b>Writing</b>	<b>Listening &amp; Talking</b>	<b>Numeracy</b>
School	25	84.00%	84.00%	100%	84.00%
Authority	2333	86.54%	82.25%	92.63%	84.35%
National	N/A	81.96%	76.88%	88.45%	78.87%

<b>2023/24</b>	<b>Roll</b>	<b>Reading</b>	<b>Writing</b>	<b>Listening &amp; Talking</b>	<b>Numeracy</b>
School	38	73.68%	73.68%	89.47%	68.42%
Authority	2274	86.06%	81.62%	91.86%	84.3%
National	N/A	81.34%	75.85%	87.74%	78.49%

<b>2022/23</b>	<b>Roll</b>	<b>Reading</b>	<b>Writing</b>	<b>Listening &amp; Talking</b>	<b>Numeracy</b>
School	32	78.13%	75.00%	84.38%	78.13%
Authority	2340	86.58%	81.97%	92.05%	84.70%
National	N/A	80.82%	75.21%	87.00%	77.69%

School Quality Indicators	School Evaluations	VSE Evaluations
2.3 Learning, teaching and assessment	Good	Good
3.2 Raising attainment and achievement	Satisfactory	Good

## E. CONCLUSION

The Head Teacher and staff team are committed to improving outcomes for all learners. The Quality Improvement Team will continue to provide regular support and challenge to the school on its journey of improvement.

## F. BACKGROUND REFERENCES

Appendices/Attachments:

None

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