

Letham Primary School **Standards and Quality Report for Session 2026-2027****School Self Evaluation**

How good is our school? The quality indicators evidence that:

|                                                |      |
|------------------------------------------------|------|
| 1.3 Leadership of Change                       | Good |
| 2.3 Learning, teaching and assessment          | Good |
| 3.1 Ensuring wellbeing, equality and inclusion | Good |
| 3.2 Raising attainment and achievement         | Good |

**School Context:**

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

Letham and Riverside Primary Schools are non-denominational primary schools operating within a collaborative leadership model. We serve the Craigshill community and are part of the Inveralmond cluster. Letham PS supports 151 children across seven classes and Riverside PS supports 187 children across nine classes. The Free School Meal entitlement for Riverside P4-7 is 49.01% and Letham PS is 51.35%.

A key focus of our work has been to align the cultures, practices and systems across Letham and Riverside PS as we work towards amalgamation into Craigshill PS in August 2027.

We have embedded a 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 pupil voice. As a result, children are making good progress. Staff work collaboratively across both schools and there is a strong ethos of practitioner enquiry, sharing practice, peer support and challenge.

Our personalised support through our Connect, Reconnect and Hi5 groups ensure we meet all learners needs so that our children understand that who they are becoming matters as much as what they are learning.

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

Embed the clear vision and inclusive, positive school culture so pupil voice is valued.

Embed respectful, caring relationships to create a calm, learning environment aligned with the school's values; Belonging, Kindness, Respect, Creativity.

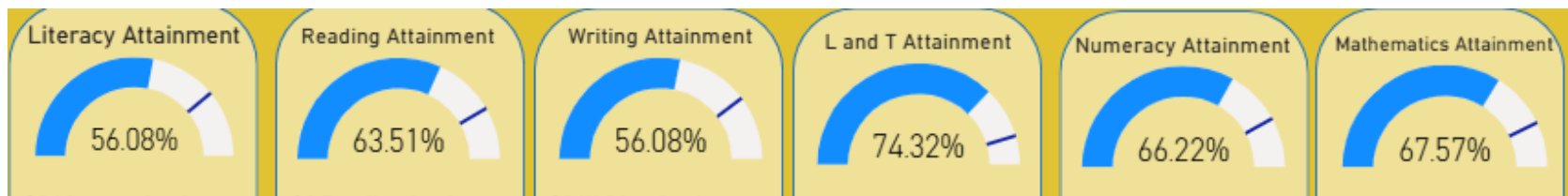
Improve high-quality learning and teaching to provide engaging, well-planned experiences with clear explanations and opportunities for collaboration.

Embed inclusive practice and targeted support to ensure learning is well matched to needs, supported by high-quality personalised plans and effective digital tools.

Improve our broad curriculum and wider achievement opportunities, including the 'Passport of Experiences', promote equity, participation, and learner agency.

Embed our use of Pupil Equity Funding ensures data-driven, well-tracked interventions that address poverty-related gaps and improve outcomes.

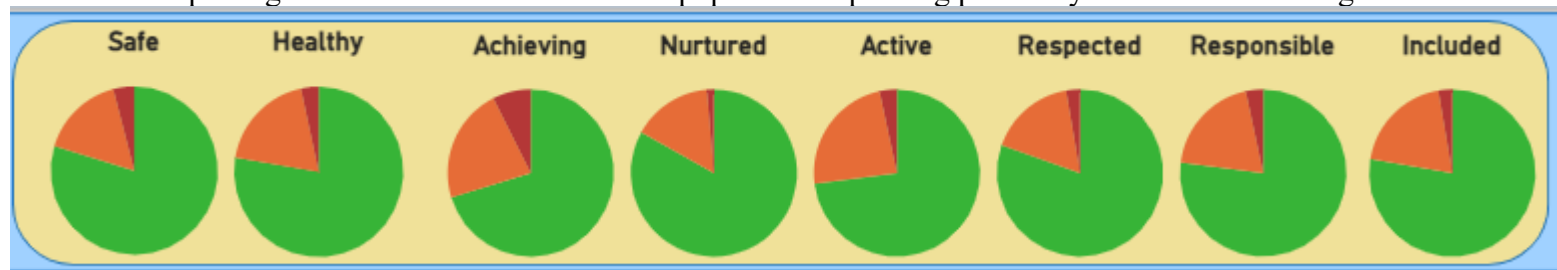
## How do we know what has made a difference for your child?



The information above shows an overview of our current levels of attainment. We are driving increased levels of attainment through targeted interventions that promote equity, supported by a creative Support for Learning model.

School attendance has continued an upward trend: Letham 92%

Recent self-reporting information below shows that pupils are responding positively across the wellbeing indicators.



Parent Ethos Survey show that:-

98% of our parents/carers consider their children are safe at school .

97% of our parents think their children are treated fairly at school.

87% of our parents believe their children likes being at school.

95% parents perceive staff know their children as an individual and support them well.

Our P4-P7 Pupil Ethos Survey show that:-

83% of our P4-P7 children feel safe when they are at school.

89% of our P4-P7 children have a trusted adult in school I can speak to if I am upset or worried about something.

94% of our P4-P7 children think staff treat them fairly and with respect

**Achievements we're proud of this year:**

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| <p>What has been the impact of our improvements?</p> <p>Attendance and Ethos Surveys both have an upward trend. A total of 26 children attended Connect, 22 attended Reconnect, and 16 participated in Hi5. Individual profiles reflect developments in confidence, social interaction, emotional regulation, and engagement.</p> <p>Teaching, Learning and Assessment Good, with many staff demonstrating very strong practice.</p> <p>Attainment and Achievement as good</p> <p>Personalised Support</p> <p>Curriculum validated as good, with many very good elements. The key areas to focus on are profiling and the development of meta-skills.</p>                                                         | <p>What our pupils say:</p> <p>Children know the school values and can confidently discuss how these were living and breathing in school. Children can identify how these are demonstrated and these are regularly celebrated in assembly. Children say experiences are enjoyable and well planned. Master Classes and Passport of Experiences are valued by children and school is fun. Children also highlighted that Funky Fridays are a highlight to the week and they want to come to school on a Friday.</p>                                                                                                                      | <p>What our families say:</p> <p>Parents identified communication as a strength. Parents feel valued and praised the ongoing work to engage parents as partners. Parents note positive partnerships had been formed with other organisations such as Livingston Football Club, Mill Farm and The Larder in order to provide additional pupil experiences. The parents spoke positively about the PTA in particular bringing Riverside and Letham parents together prior to the new school.</p> |
| <p><b>What can your child look forward to next school session?</b></p> <p>We want to make sure Connect, Reconnect and Hi5 work well together so everyone knows exactly what to do to help children learn.</p> <p>We want every teacher to deliver lessons that are high-quality, interesting and help children to do their best.</p> <p>We want to help children grow their vocabulary by using the same whole-school strategy, so they become more confident.</p> <p>We want children to use Building Thinking Classrooms in the same way, so they learn how to think deeply.</p> <p>We want everyone in the school to understand how learning improves over time in Scotland, so we can grow our curriculum</p> | <p><b>How do we know we have made a difference? What does this mean for your child?</b></p> <p>We will know Connect, Reconnect and Hi5 are working when children get the right help quickly and feel more confident in class.</p> <p>We will know we've improved lessons when child say their learning is clearer, more fun and their work is getting better.</p> <p>We will know it's working when children use new vocabulary confidently in their talking, reading and writing.</p> <p>We will know Building Thinking Classrooms is making a difference when children can explain their thinking and solve problems more easily.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |