

# Summarised inspection findings

**Longridge Primary School**

West Lothian Council

17 June 2025

## Key contextual information

Longridge Primary School is a non-denominational school situated in the village of Longridge in West Lothian. At the time of inspection, the school roll was 89 pupils organised over five classes. The majority of children live within Scottish Index of Multiple Deprivation decile six and nine per cent of children are registered for free school meals. The school reports sixty-nine per cent of children on the school roll require additional support with their learning. The school is partnered with another local primary school. The headteacher leads both schools and has been in post since 2020. She is supported by a full-time principal teacher.

### 1.3 Leadership of change

**very good**

This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners. The themes are:

- developing a shared vision, values and aims relevant to the school and its community
- strategic planning for continuous improvement
- implementing improvement and change

- The headteacher, supported very well by the principal teacher, have a clear vision for improvement across the school. They work skilfully together and have created and sustain a strong sense of community and collaboration. Staff, children and parents recently reviewed and refreshed the school's vision, values and aims. The school's vision is 'it takes many hearts to make a school' and is linked to the school prayer. Staff work to strengthen the school's values of kindness, courage and perseverance. They display the school values in all classrooms and refer to them, where appropriate, throughout lessons and discussions with children. The headteacher presents awards at assemblies and staff present value stickers each day to children who demonstrate school values in their words and actions. This is helping children to articulate the school values and develop a firm understanding of what these values mean in practice.
- The school's agreed vision, values and aims are underpinned by a positive understanding and belief in children's rights. All children and staff are proud of their national award that recognises their highly effective work on children's rights. Children describe confidently how their rights and the agreed vision, values and aims are promoted. Staff and children refer to children's rights during lessons and identify a 'right of the month' during assemblies. Children value having their rights highlighted and discussed. As a result, most children enjoy learning, and all feel they are encouraged to do the best they can.
- Staff identify and agree school improvement plan (SIP) priorities through using a range of self-evaluation data to inform decision making. For example, they use the data dialogue sessions to help evaluate the work of the school and accurately inform decision making around next steps for improvement. The current SIP sets out appropriate priorities which reflect local and national initiatives. As a useful next step, the headteacher plans to enhance the clarity of the measures of success statements for improvement priorities. This should contribute further to the well-informed understanding staff already have of how their work impacts effectively on improvement across the school.

- All staff work collaboratively and embrace enthusiastically professional learning and their role in supporting continuous improvement. All teachers have undertaken a practitioner enquiry to test and try new ideas linked to school improvement in partnership with local authority pedagogy officers. This is improving important aspects of learning and teaching in literacy and numeracy. For example, teachers have developed effective approaches to support collaboration among children that promote talking and listening skills. This is helping children to communicate effectively and successfully share their thoughts and ideas. Senior leaders and teachers should build on this successful approach to enhance other areas of the curriculum and aspects of learning and teaching. This should continue to strengthen teacher leadership and improve outcomes for children's learning.
- The headteacher and teachers engage effectively with the professional review and development process. Teachers critically reflect on the General Teaching Council for Scotland standards discussing a different professional standard each month. This provides teachers with ongoing opportunities to evaluate their practice and identify and engage in personal and professional learning. Through this process teachers have a strong awareness of their development needs. They are proactive in seeking out professional learning to improve further. Senior leaders facilitate very well teachers' professional learning in using research and enquiry approaches and building their capacity in maths and outdoor learning. This fosters a culture of continuous improvement.
- Staff across the school undertake a range of appropriate leadership roles. They create action plans linked effectively to school improvement priorities. These plans are evaluated regularly to ensure staff's actions are having a positive impact on children's learning. For example, staff have led and developed activities which promote and celebrate children's use of science, technology, engineering and maths (STEM). Children undertake projects to improve their knowledge and understanding of how best to look after our planet. They created bird houses and a pond area to promote and sustain wildlife within the local area. Teachers' successful approach to planning learning has helped to develop children's creativity skills and critical thinking. Pupil support staff have engaged in professional learning in order to lead and provide helpful targeted support for children in literacy and numeracy. Staff involvement in these distributed leadership roles is promoting strong teamwork, sustainability and effective engagement in whole school improvement.
- The headteacher and staff recognise the importance of monitoring and evaluating the work of the school. They have developed a useful quality assurance calendar. This outlines the activities the headteacher and staff undertake to evaluate the quality of the work of the school. This includes sampling children's work, visiting classes and providing feedback to teachers on the quality of teaching and learning. The headteacher successfully links quality assurance activities to How good is our school? 4<sup>th</sup> edition (HGIOS4). This is supporting effective self-evaluation and school improvement.
- Children contribute well to the leadership of change and school improvement through their involvement in leadership groups. Children engage in 'learning participation groups' to evaluate aspects of the work of the school. This has resulted in positive change in the school environment. For example, children who are reading ambassadors have helped redesign the layout of the school library. Children are proud of the contribution they make to the life of the school. Consequently, almost all children feel that the school listens to their views and most feel the school takes their views into account when making changes. Staff should now take forward their plans to strengthen further the voice of learners through their pupil voice charter. This should help children understand better that they are making an authentic contribution to school improvement and continue to develop them as effective contributors.

- The school benefits from a supportive Parent Council that takes an active interest in the school's work. The majority of parents feel encouraged to be involved in the work of the Parent Council. Parents influence the work of the school by contributing and sharing their opinions in small focus groups, responding to questionnaires and through the work of the Parent Council. For example, parents have helped shape the Longridge Health and Wellbeing Charter, Longridge Positive Relationships Policy and fund the development of a well-used outdoor learning space. A majority of parents feel that their views and opinions are sought and considered when changes are made within the school. Staff have plans to develop their consultative approach further. This will continue to ensure parents and partners develop a deep understanding of the school's improvement priorities and how they can contribute to improving outcomes for learners.
- The staff team demonstrate a positive understanding of the social, economic and cultural context of the school. Senior leaders consult on Pupil Equity Funding (PEF) investment through stakeholder focus groups and parent surveys. This approach influences decision making and helps ensure that appropriate interventions are in place to support children's learning and wellbeing.

## 2.3 Learning, teaching and assessment

very good

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- learning and engagement
- quality of teaching
- effective use of assessment
- planning, tracking and monitoring

- All staff have created a very welcoming and positive rights-based ethos across the school. Relationships between adults and children, and between children and their peers, are extremely positive. They reflect the school values of courage, kindness and perseverance in their day-to-day interactions with each other. Staff promote children's rights effectively and have worked with children to develop class charters. This is helping children understand their rights and those of others. All staff know children as individuals. Almost all children report that they feel safe at school and that they are treated fairly and with respect.
- Children learn well in calm, well-resourced environments which support learning effectively. Across all classes, almost all children respond well to the clear routines and expectations set out in 'Longridge Positive Relationships Policy'. As a result of approaches taken by staff, almost all children are motivated and engage well in their learning.
- All staff implement the agreed learning, teaching and assessment guidance, the 'Longridge Learning, Teaching and Assessment Toolkit'. All teachers use effectively the four-part model of teaching to deliver well-structured lessons with clear explanations and instructions. Children's engagement in learning is strengthened through the consistency of this approach.
- In all lessons, teachers share the purpose of learning and steps to success well with children. In most lessons, children co-create steps to success. This helps children understand clearly the purpose of lessons. In almost all lessons teachers use high-quality pupil work to illustrate how children can achieve positive outcomes in learning. This helps children recognise what they need to do to achieve and be successful.
- In almost all lessons teachers provide effective support and challenge for children. In a few lessons teachers should ensure that all planned learning is set at the correct level of difficulty and provides the correct level of support for all. This should help further meet the needs of all children and maximise the progress they make.
- Across all stages, teachers plan for children to work individually, in pairs and in small groups. Teachers encourage children to recognise and evaluate the skills they are developing across a range of learning activities. Children talk confidently about the skills they are developing through using the 'Longridge Toolkit', including communication and collaboration. In almost all lessons, teachers use a range of strategies to assess understanding in order to progress children's learning. In almost all lessons teachers use plenary sessions well to revisit the purpose of the lesson, reinforce key learning points and evaluate understanding. In all lessons, teachers use questioning effectively to check for understanding and consolidate children's learning. Teachers should continue to embed a consistent approach to using questions which extend children's thinking. This should help promote further, critical thinking and deepen children's understanding of knowledge and concepts.

- All staff have engaged well in professional learning to increase their knowledge and confidence in outdoor learning. Staff are increasingly using outdoor spaces effectively to support learning. They have developed the P2/1 garden and the use of the community woodland as an outdoor classroom. Senior leaders and teachers should continue to develop approaches to ensure outdoor learning is consistently well planned and progressive. This will allow children to apply skills for learning and life in a range of contexts.
- Almost all children feel staff support them well to understand how they are progressing in their learning. All classes display agreed learning prompts which are regularly referenced by staff and pupils during lessons. All teachers provide useful feedback both orally and in written form consistently across literacy and numeracy. In almost all classes teachers provide opportunities for children to evaluate and review their own and each other's learning through effective peer- and self-assessment tasks. Almost all children use feedback and ongoing assessment effectively to identify personal targets for literacy, numeracy and health and wellbeing. This helps children to identify their strengths and what they need to do to improve.
- All teachers use digital technology effectively to support and extend children's learning. Across the school, children are developing their digital skills well using a variety of technologies. Younger children take photos and videos and access learning through matrix bar codes. Children from P5 to P7 have their own digital device in school which they use confidently for a range of purposes, including coding, programming and to record their learning. Senior leaders and teachers should build on this positive practice. This will help ensure children apply their knowledge and skills in digital technology progressively as they move through the school.
- Staff in the early stages plan learning experiences effectively through a play-based approach. They provide an appropriate balance of adult-initiated, child-initiated and child-led activities. Children have regular opportunities to apply and consolidate learning through daily challenges. Teachers should now enhance approaches to assessing children's significant learning through play. This will help staff assess children's progress more accurately.
- Across the school there is a strong ethos of collegiate working and a shared responsibility to raise attainment and enrich learners' experiences. All teachers use agreed formats to plan learning and assessment across the four contexts. They plan effectively for all curricular areas using local authority and school produced curriculum pathways and frameworks. All staff create a termly overview which informs their weekly and daily plans. Senior leaders and staff effectively use staged intervention planning to identify and provide effective targeted support to individuals as part of their daily class work. The introduction of responsive planning for projects that link across different curricular areas provides children with increased choice in their learning. This child-initiated learning provides children with experiences which allow them to develop their curiosity and creativity successfully.
- Senior leaders have developed a whole school assessment calendar and robust tracking systems. These systems support teachers effectively to gather a wide range of data and evidence of children's progress across the school year. Senior leaders and teachers hold termly 'Excellence and Equity' meetings to discuss attainment, achievement and next steps for all children. Together, senior leaders and teachers identify appropriate strategies, interventions and resources, to support cohorts, groups and individuals. This includes children who have barriers to learning. Planned interventions are monitored and reviewed regularly by senior leaders, teachers and support staff to ensure that they are meeting the needs of targeted children. This allows staff to accurately measure children's progress and make informed decisions about next steps in children's learning.
- All staff engage well in a range of relevant school and cluster moderation activities throughout the year. Staff regularly share aspects of good practice to support and enhance teaching,

learning and assessment with colleagues across their learning community. These activities support teachers to make accurate and reliable professional judgements about attainment in literacy and numeracy.



## 2.2 Curriculum: Learning pathways

- All teachers plan well for children's learning using long-, medium- and short-term plans. They use local authority and school produced progression pathways linked to Curriculum for Excellence (CfE) experiences and outcomes to plan children's learning in all curricular areas. These pathways support teachers to plan learning which builds on what children already know and helps promote appropriate pace and progression in learning. Teachers develop useful flexible learning pathways for children who require targeted support in specific curricular areas. This helps to meet the needs of all children.
- The school's curriculum is based on a commitment to uphold children's rights. Children and staff promote children's rights through a range of approaches. For example, promoting a right of the month, highlighting children's rights on displays within the school and linking children's rights to positive behaviour approaches. Teachers incorporate rights into forward planning for children's learning. These approaches are helping children to understand their rights, feel empowered and to be active citizens in the school and local community.
- Staff make relevant curricular links to children's learning within the context of their community. This includes participating in the community remembrance service and decorating the village Christmas tree. This is helping children to learn about important history and celebrations both locally and nationally.
- Across the school, staff have established highly effective working relationships with a range of partners. These partners make valuable contributions to children's learning and achievements. For example, there is an effective partnership in place to provide high-quality targeted outdoor education. This is supporting groups of children to have a stronger understanding of their local environment, develop critical thinking skills and positive attitudes to engaging in their learning.
- Across the school, teachers recognise the importance of linking learning to the world of work. P7 children have worked with cluster schools and a range of businesses to link learning to real life work. This is enhancing the curriculum and providing children with opportunities to develop skills for learning, life, and work.
- Staff provide opportunities for physical activity through clubs and partnership work. This includes tennis and football. All children receive their full entitlement to two hours of high-quality physical education (P.E) each week. This is developing children's skills successfully across a range of sporting contexts.
- Children across the school learn French and children in P5 to P7 learn Spanish as part of the 1+2 modern language approach.
- Children learn through a range of STEM activities and competitions. For example, schools within the cluster have investigated planets, communication and transport. Staff have collaborated with West Lothian College to support children's learning through woodwork activities. These approaches are helping to develop children's skills in design, creativity and promote curiosity.



## 2.7 Partnerships: Impact on learners – parental engagement

- Most parents feel comfortable about approaching the school with questions and suggestions. Parents have responded positively to family engagement calendars and weekly newsletters which outline important dates and upcoming school activities and events. They value receiving helpful and timely information about the life and work of the school.
- Staff organise and provide a range of helpful formal and informal opportunities to involve parents and carers in their child's learning. These include curriculum cafe sessions, where children are proud to share their learning and achievements with parents. This helps parents understand how much and how well children are learning. A few parents would welcome more opportunities where they can learn together with their children.
- The Parent Council are very supportive of the school. They organise a range of well-attended events that help bring the school community together and raise funds for the school. These events include the Christmas fayre and the family quiz night. School staff have used funds to support children's wider experiences across the school. This includes offsetting the cost of school trips such as a visit to the pantomime. The headteacher consults the Parent Council on school improvement priorities and PEF allocation. The headteacher recognises the need to regularly review approaches to involving parents in school consultation and evaluation activities. This should help promote further opportunities for parental engagement and partnership working.

## 2.1 Safeguarding

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.

### 3.1 Ensuring wellbeing, equality and inclusion

very good

This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- Children and staff feel valued and respected through the highly nurturing and inclusive ethos across the school. The school values of courage, kindness and perseverance are demonstrated consistently by children and staff in almost all interactions. Staff are very aware of the context of the school and know their children very well. All children have a trusted adult to share any worries or concerns. Children value the care and support offered by their trusted adult. They feel happy and safe and take great pride in their school.
- Staff and partners have a deep understanding of the importance of wellbeing to a child's attainment, achievement and development. The school's approach to supporting children's wellbeing is an important strength. Staff have worked with children and parents to develop a clear and detailed Health and Wellbeing Charter. This includes the health and wellbeing curriculum, promoting positive relationships, nurturing approaches, supporting emotional wellbeing and staff wellbeing. Teachers and children focus on a wellbeing indicator each week as part of their learning. Children share how they are feeling through daily check ins. As a result, children are highly aware of the wellbeing indicators. They talk confidently about keeping themselves safe, active or included. This is supporting children to be more confident, independent and resilient.
- Senior leaders and staff carefully track the wellbeing of individuals and groups of children, to understand trends and patterns over time. All children complete daily wellbeing check-ins, weekly wellbeing focus audits, twice a term wellbeing surveys and an annual ethos survey. Staff use this information to effectively plan curriculum activities and develop interventions to support children. These include social groups to help children feel included, calm spaces to support self-regulation and 'Calm Down Kits' to access when they do not feel ready to learn. This, together with self-reflection strategies, means that almost all children are building their capacity to self-regulate and re-engage with learning.
- All staff undertake appropriate professional learning to better support children who require additional help with their learning or wellbeing. This includes learning around the nurture principles, restorative conversations, de-escalating heightened behaviours, the impact of trauma and creating inclusive classrooms. As a result, all staff are developing skills and confidence in identifying and addressing children's needs. This is enabling them to reduce potential barriers to participation for children more effectively. Consequently, almost all children are engaged and motivated in their learning.
- All children participate in a wide range of sports, games and physical activities as part of their PE programme. They benefit from a relevant, progressive and well-planned health and wellbeing curriculum. This engages and motivates children to lead active lives and make healthy choices.

- Children have received accreditation for their work on children's rights. All children have worked with staff to develop class charters linked to children's rights. Most children are aware of their entitlement to have their rights respected and, increasingly, of the relevance of these rights to their everyday lives. Staff reinforce this learning about rights in lessons, school assemblies and wall displays.
- All staff understand and fulfil their statutory duties in relation to safeguarding, wellbeing, equality and inclusion. They know how to protect children and meet children's needs. A staged intervention approach is well established. This is supported by local authority procedures for children who require additional support with their learning or wellbeing. Senior leaders and staff meet regularly with parents and partners to create robust and clear plans for children who require additional support. Staff work closely with children to develop specific, measurable targets with clear, planned interventions. These interventions are helping children make good progress in their learning and wellbeing. Children's plans are reviewed regularly and targets updated in line with progress. Senior leaders should continue to build the capacity of teachers to lead in this staged intervention process. This will help ensure that targets are relevant and appropriate to meet the needs of children.
- Children benefit from very effective transition planning and arrangements at every stage of their learning. Staff work closely with parents and partners to support children into P1 and have developed an effective transition programme to prepare pupils to move into S1. Regular, planned communication allows teachers to share important information about each individual pupil's achievements and support needs with secondary colleagues. Children in P7 create a useful digital passport, including achievements and interests, to share with secondary staff. They take part in helpful visits to, and activities in, the high school. A very effective and well-planned extended transition programme supports a few children experiencing barriers to their learning to feel safe, settled and ready for the next step in their learning journey.
- Staff, children and parents have created a clear anti-bullying policy, in line with national guidance. This is widely shared across the school community. Senior leaders monitor all incidents and allegations of bullying and take appropriate steps to mitigate these. Almost all children feel that bullying is dealt with effectively, or that they have not experienced bullying. As planned, senior leaders should continue to promote and communicate the school's anti-bullying procedures. This will strengthen further the shared understanding among children, staff and parents of how bullying concerns are addressed. Wellbeing ambassadors, from P5 to P7, have undertaken peer mediation training to support younger children in the school. This is helping younger children resolve disputes and fallouts more quickly in the playground. The mediators are developing important communication and leadership skills in this role.
- Children learn about world religions as part of their religious and moral education curriculum, with key events celebrated as part of the school diversity calendar. Staff provide regular opportunities throughout the year for religious observance in school. This is helping children improve their knowledge of the world, their own values and the values of others. Children have a sound understanding of equality and how to challenge discrimination. The reading ambassadors recently undertook an audit of the school and classroom libraries. They have taken action to ensure a wider range of more diverse texts are available to all children. Staff should continue to develop children's understanding and knowledge of diversity as part of the wellbeing curriculum. This should help children promote further, diversity and inclusion across the school.

### 3.2 Raising attainment and achievement

good

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

#### Attainment in literacy and numeracy

- Overall, children's attainment in literacy and English and numeracy and mathematics is good. Most children at P1, P4 and P7 achieve expected CfE levels in reading, writing, listening and talking and numeracy. A few learners are exceeding national expectations in literacy and numeracy.
- Most children who receive additional support for their learning make good progress against their individual targets for learning.

#### Attainment in literacy and English

- Overall, most children are making good progress in literacy and English.

#### Listening and talking

- Across the school, children are articulate and speak with confidence to adults and their peers. Most children working at early level listen, respond appropriately and share their ideas well, particularly in play. Most children working at first level understand and use a range of techniques to present information clearly to others. They contribute their views well in discussions, explaining their opinions. Most children working at second level share their ideas and opinions well by asking and answering a range of questions. They talk confidently, using appropriate eye contact and recognise the importance of tone and expression when delivering presentations. A few children at each level now need to develop their skills of turn taking, listening actively to others and responding to discussions with relevant information

#### Reading

- Children across the school celebrate and enjoy reading. They make good use of online books and class and school libraries. Most children working at early level use their knowledge of sounds and letters successfully to read common words. They are beginning to read longer sentences with increasing confidence. They are less confident discussing how to find information in a text. At first level, most children talk enthusiastically about books they enjoy, they talk confidently about their favourite authors and genres and explain their choices. They would benefit from revisiting the features of non-fiction texts. Most children working at second level read fluently and with understanding. They identify how an author uses punctuation to build suspense and engage and influence readers. They avidly share their reading preferences, explaining their opinions with supporting evidence. They would benefit from strengthening their skills further, in order to summarise, predict and skim texts to find and share relevant information.

## **Writing**

- At early level, most children use their knowledge of sounds and letters well when attempting to write simple words and sentences. They share their writing and pictures confidently, talking about what they write and draw. At first and second levels, all children write regularly for different purposes including letters, reports and stories. They reflect on teacher, self- and peer-feedback and use this well to improve their texts. They employ a range of technical skills and strategies to engage the reader, including interesting openers and figurative language. A few children would benefit from further support to improve their spelling. Overall, children would benefit from a regular and sustained focus on improving their handwriting and presentation.

## **Numeracy and mathematics**

- Overall, most children are making good progress in numeracy and mathematics.

## **Number, money and measure**

- Most children at early level successfully add numbers within 20 with materials. They are developing their skills in sharing out groups of items equally into smaller groups. Most children at first level round numbers effectively to the nearest 10 and 100 and order numbers to 1000. They calculate successfully change within a shopping situation. They would benefit from consolidating their understanding of equivalent fractions. At second level, most children effectively convert times using 12- and 24-hour formats. They calculate accurately time durations. They need to develop further their problem-solving skills and mental agility.

## **Shape, position and movement**

- Most children at early level recognise, describe and sort common three-dimensional (3D) objects according to various criteria including straight, round, flat and curved. They are developing their understanding of positional language. Most children at first level recognise a range of two-dimensional shapes. They use the correct mathematical language to describe 3D objects including side, face, edge and vertex. They need to consolidate their understanding of symmetry. Most children at second level identify accurately a range of angles including, acute, obtuse and reflex. They use the eight compass points and angles, to describe and follow directions. They are not yet confident in using complimentary and supplementary angles to calculate missing angles.

## **Information handling**

- Most children at early level record simple data sets using tally marks. For example, recording the number of mini beasts found in an outdoor learning activity. They are developing skills in interpreting data. Most children at first level understand and interpret simple bar graphs and charts and extract key information successfully. They would benefit from further opportunities to gather, sort and display data in real-life contexts. At second level, most children analyse and draw conclusions from a variety of sources, including line graphs. Children at first and second level should continue to develop further their information handling skills through using digital technology to support their learning.

## **Attainment over time**

- Children's attendance in recent years has been above local authority averages. Senior leaders support families sensitively where there are barriers to children attending. They follow local authority processes and take effective action to improve the attendance for a few children and families, including, where appropriate, working with partners. As a result, there have been positive improvements to individual children's attendance. There are no part-time timetables in place.
- The headteacher and staff use a robust tracking system that enables staff to monitor the progress of individual children in literacy and numeracy over time. The headteacher has rightly



identified the need to have a continued focus to support all staff to track children's progress over time more rigorously. Although data shows that most children maintain their progress as they move through the school, a few children could increase their attainment with more consistent challenge.

- The headteacher and staff rightly identified that raising attainment is a key priority. Staff have taken positive steps to improve attainment in reading and writing to address previous gaps in children's skills. For example, they have developed effective approaches to improve children's writing skills in partnership with the local authority. This includes children writing across a range of genre and linking reading with writing. Teachers work with children to identify and agree clear targets for children to achieve within their writing. This is resulting in positive improvements in children's writing skills and writing attainment.

### **Overall quality of learners' achievements**

- Staff regularly recognise and celebrate successfully children's achievements in and outwith school. Children receive a variety of individual and class awards such as house points and 'thumbs up' recognition for demonstrating their school values. Children are proud to have their achievements recognised through school assemblies, wall displays, Longridge golden coin awards and newsletters. This helps children build their own self-esteem and confidence and recognise and appreciate the achievements of others. Senior leaders track and monitor children's wider achievements in and out of school. This enables them to identify children who may be at risk of missing out on opportunities to achieve and experience success.
- Children at all stages benefit from engaging in a wide range of leadership roles. These include digital leaders, buddies, and rights ambassadors. Through these groups, children lead learning through whole school focus weeks, community campaigns and assemblies. Children speak proudly of the difference they are making to the life and the work of the school through these leadership roles.
- All children in P4-7 participate in 'Creativity Hour' activities which are planned in consultation with children to reflect their interests. Through these sessions, children learn a range of skills, such as coding, podcasting and video animation. Children in P1 to P3 have opportunities to attend a range of weekly woodwork activities. Senior leaders recognise that they should now track the wide range of skills that children are developing as a result of these varied activities. This will support children to recognise more clearly the skills they are developing and how they contribute to future career aspirations.

### **Equity for all learners**

- All staff have a sound knowledge of the social, cultural and economic context of the school community. They have a clear understanding of the challenges faced by families. In partnership with the Parent Council, they take sensitive and effective action to mitigate against barriers children may face. This includes reducing costs that are incurred by families for children to access the curriculum. For example, staff provide a free recycled uniform bank for families. In addition, all P1 children are provided with a welcome pack which contains useful school equipment including a fully equipped pencil case and school jumper. This helps ensure equity for all children and their families.
- The headteacher's rationale for PEF spending is based on an analysis of a wide range of relevant data and information relating to the needs of children. Senior leaders and staff identify clearly gaps in children's learning and plan appropriate targeted interventions. This is helping to reduce barriers to learning and has had a positive impact on children's progress.



- The headteacher consults with the Parent Council and wider community to identify PEF priorities. Through the participatory budgeting process, children and parents identify a range of universal and targeted support to improve children's wellbeing, mental health and engagement in learning.

## Practice worth sharing more widely

- All staff across the school and nursery work collaboratively and embrace enthusiastically professional learning and their role in supporting continuous improvement. All teachers have undertaken a practitioner enquiry to test and try new ideas linked to school improvement. They have engaged in effective partnership work with local authority pedagogy officers to take forward their enquiry projects. This approach is strengthening the leadership capacity of all staff and impacting positively on outcomes for children. Teachers and practitioners regularly take part in professional dialogue to discuss areas for improvement. They take solution focused approaches when identifying areas for development and making changes. Teachers critically reflect on the General Teaching Council for Scotland standards discussing a different professional standard each month. This provides teachers with ongoing opportunities to evaluate their practice and identify and engage in personal and professional learning. Staff create clear action plans linked effectively to school improvement priorities. These plans are evaluated regularly to ensure staff's actions are having a positive impact on children's learning. Pupil support staff engage in professional learning in order to lead and provide helpful targeted support for children in literacy and numeracy. Staff involvement in these distributed leadership roles is promoting strong teamwork, sustainability and effective engagement in whole school improvement.

## Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

|                         |               |
|-------------------------|---------------|
| All                     | 100%          |
| Almost all              | 91%-99%       |
| Most                    | 75%-90%       |
| Majority                | 50%-74%       |
| Minority/less than half | 15%-49%       |
| A few                   | less than 15% |

Other quantitative terms used in this report are to be understood as in common English usage.