

KNIGHTSRIDGE PRIMARY SCHOOL SCHOOL IMPROVEMENT PLAN

2026 / 2027



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Relationships

Relevance

Values

Factors Influencing the Improvement Plan

School Factors

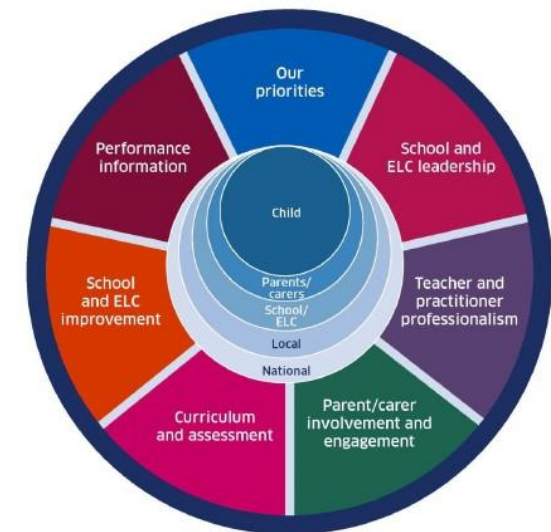
Addressing Action Points identified in school's Self Evaluation procedures
Cluster Improvement Priorities
Equity and PEF Priorities from equity self-evaluation materials 2026

Local Authority Factors

Moving Forward in Your Learning Guidance – Meeting Learners Needs
Raising Educational Attainment Strategy (23-28) - [WLC Raising Educational Attainment Strategy 2023-28.pdf](#)
West Lothian Council Corporate Plan (23-28) - [WLC Corporate Plan 2023_05_30.pdf](#)
Education Services Management Plan (23-26) - [Service Improvement Plan Education Services 2023-26.pdf](#)
West Lothian Parental Involvement and Engagement Framework
Equity and Pedagogy Teams; Additional allocation
West Lothian Stretch Aims
West Lothian Priorities - Literacy and Numeracy, HWB

National Factors

Achieving Excellence and Equity 2026: National Improvement Framework - [2026 National Improvement Framework](#)
Included, Engaged and Involved Series – Attendance, Behaviour and Curriculum
Presumption to provide education in a mainstream setting 2019
Support for Learning: All our Children and All their Potential (ASL Review) 2020; [Additional support for learning - Schools - gov.scot](#)
GTCS professional standards and professional update 2021
[Pupil Equity Funding](#); National Operational Guidance 2026/7
Education Scotland '[Pupil Equity Funding: Looking inwards, outwards, forwards – sharing effective practice to maximise support for learners and practitioners](#)'
How Good is Our School? 4th Edition - [How Good is Our School \(4th edition\)](#); How Good is OUR School? [How good is OUR school? Part 1](#)
Quality Improvement Framework for ELC and Childcare Sectors - [Quality improvement framework for the early learning and childcare sectors | Inspection frameworks | His Majesty's Inspectorate of Education in Scotland](#)
Realising the Ambition - [realisingtheambition.pdf](#)
UNCRC; Getting it Right for Every child (GIRFEC); Child Protection Procedures
Curriculum Improvement Cycle - [The Curriculum Improvement Cycle \(CIC\) | About Curriculum for Excellence | Curriculum for Excellence | Education Scotland](#)
Moderation Cycle and Assessment
Developing Scotland's Young Workforce



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Relationships

Relevance

Values

Vision, Values and Aims

Our School Vision

"Be the Best we can Be"

Our Values

Kindness

Perseverance

Success

Our School Aims

At Knightsridge we aim to:

Keep ourselves and others **safe** in a safe environment for learning.

Keep ourselves **healthy** so that our brains and bodies are ready to learn.

Never stop trying to **achieve** our best.

Make sure that everyone feels welcome, secure and valued in a **nurturing** environment.

Keep **active** through our play and learning.

Be **responsible** for our own actions and learning.

Respect each other's property, opinions and beliefs.

Ensure that everybody is **included**, matters and succeeds.



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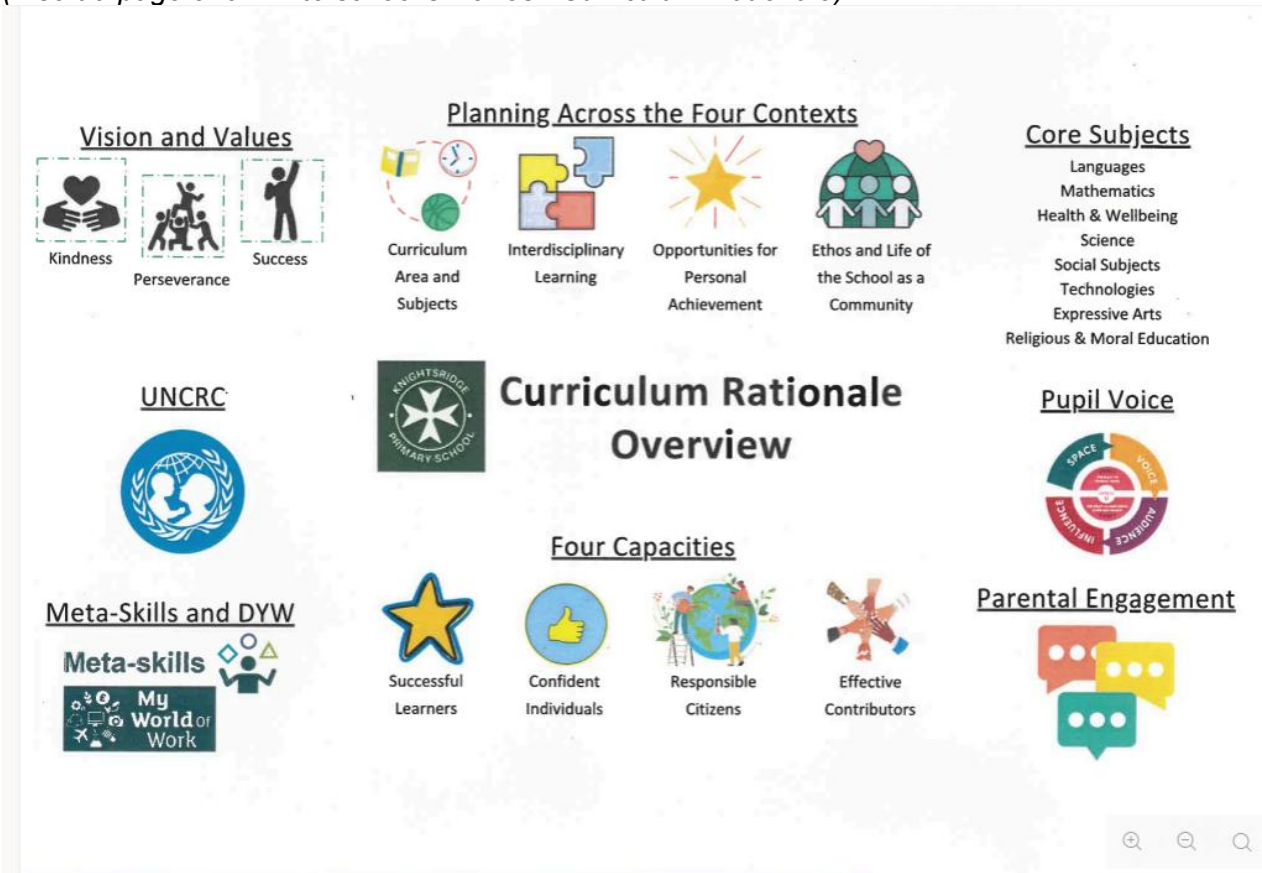
Relationships

Relevance

Values

Curriculum Rationale

(Insert a page or a link to school's Refresh Curriculum Rationale)



All schools should consistently revisit the curriculum rationale that takes account of the most recent national and local guidance.

Refreshed curriculum rationales should reflect the local authority commitment to **Agile Learning /or inclusive and impactful pedagogical** approaches prioritising authentic fulfilment of the four capacities and contexts for learning, within the Curriculum Improvement Cycle - [The Curriculum Improvement Cycle \(CIC\)](#) | [About Curriculum for Excellence](#) | [Curriculum for Excellence](#) | [Education Scotland](#)



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Relationships

Relevance

Values

Contextual Data Analysis and Rationale for 2026/27 School Improvement Plan (maximum one side A4)

a) Background - The context for the learners in your school

Knightsridge Primary School is a non-denominational school is part of the Deans Community High School Cluster in Livingston. The current school role is 188, comprising of 9 primary classes with composite classes at P4/3, and P5/4. The teaching staff includes a Head Teacher (HT), a Depute Head Teacher (DHT), and a Principal Teacher (PT). Reduced class contact teachers offer high quality learning and teaching through PE and 1+2 Languages opportunities. The school benefits from a skilled support and administrative team, who provide good support for learning and teaching. The staff team continue to engage with the whole school community to ensure the best possible outcomes for all learners. The school benefits from a supportive newly formed Parent Council.

b) Data to identify the universal and targeted school Improvement Plan Priorities (SIP)

- **CfE** - Our data shows that overall, attainment in literacy is good. By the end of P1 most children attain the appropriate CfE levels in listening & talking with the majority achieving in reading and writing. By the end of P4 most children in reading and listening & talking with the majority in writing. In P7 almost all

	Reading	Writing	L+T	Literacy	Numeracy	Maths
P1	70.59%	70.59%	82.35%	70.59%	76.47%	76.47%
P2	73.91%	78.26%	86.96%	73.91%	78.26%	78.26%
P3	90.32%	77.42%	83.87%	74.19%	83.87%	83/87%
P4	76%	64%	88%	64%	88%	88%
P5	78.79%	78.79%	84.85%	75.76%	81.82%	75.76%
P6	79.26%	69.57%	100%	69.57%	91.3%	86.96%
P7	72.22%	69.44%	97.22%	69.44%	72.22%	75%

children achieve the appropriate curriculum for excellence level in listening & talking with the majority achieving the appropriate level in reading and writing. There is particular scope to further improve teacher professional judgement and children's skill development in writing across learning. Having a continued focus on literacy rich environments, combined Literacy attainment should continue to show progress. Attainment in numeracy and mathematics is good. Attainment data shows that most children in P1 and P4 are achieving in line with national expectations with the majority by the end of P7. With a consistent focus on numeracy through planned school improvement priorities children's understanding of number and number processes will continue to be developed. NSA assessments are administered annually with pupils in P1, P4 and P7; the results from these assessments are used to support teacher professional judgement. Teachers create programmes of work for identified individuals where interventions and impact of interventions are regularly measured. Across the curriculum girls outperform boys in Primary 2 – Primary 4 and Primary 7 by an average of 10% with boys outperforming girls in Primary 1, 5 and 6 by an average of 10%. The level of ASN within the school is above WLC average. Our Continuum of Support Levels reflect the areas for support. Multi-agency working supports the school's approaches to supporting learners' progress and wellbeing.

	School	Authority
Quintile 1	61.98%	14.92%
Quintile 2	26.56%	25.81%
Quintile 3	10.42%	15.33%
Quintile 4	1.04%	26.68%
Quintile 5	0.00%	15.07%
#N/A	0.00%	2.19%

- **Wellbeing** – Wellbeing continues to be a priority for our learners. Most learners report as feeling safe, healthy, achieving, nurtured, active, responsible, respected and included in school. Almost all children have identified a trusted adult whom has a discussion with the learner if they negatively self-report against any of the indicators. Nurture and bespoke programmes continue to be focused on with the school working in partnership to support all learners. Pupil and parent ethos surveys support the findings of the self-reporting with scope for a HWB focus on further training of Trauma Informed Practice.

	Roll	Level 1	Level 2	Level 3	Level 4
Primary 1	18	77.78%	16.67%	5.56%	0.00%
Primary 2	23	82.61%	8.70%	4.35%	4.35%
Primary 3	31	58.06%	41.94%	0.00%	0.00%
Primary 4	26	69.23%	26.92%	0.00%	3.85%
Primary 5	32	71.88%	28.13%	0.00%	0.00%
Primary 6	26	46.15%	50.00%	3.85%	0.00%
Primary 7	36	58.33%	38.89%	0.00%	2.78%
School	192	65.10%	31.77%	1.56%	1.56%

- **Engagement** – Engagement with data supports our approaches to identifying barriers and deploying interventions appropriately to support learners in progressing within and across levels. Increased opportunities to support digital competencies with access to resources is central to support learner participation. Self-Evaluation demonstrates the requirement for all learners to have the opportunity to lunch time/after school clubs; these are being planned for with staff and our partners. Further staff engagement with 3-18 participation approaches and the wider environments will support engagement and participation across the school. Building on family engagement and learning opportunities will continue to engage families with feedback opportunities being made available at all

times.



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Relationships

Relevance

Values

- **Pupil Equity** – Most learners are identified as quintile 1 learners. The above data regarding attainment drives improvements for our quintile 1 learners. The focus for Equity continues to be on providing opportunities for wider achievement through leadership and experiences. Pupil Equity Plan clearly demonstrates the need to continue to focus on Literacy, Numeracy and Health & Wellbeing improvements.

c) **What are our improvement priorities?** - Identified SIP priorities informed by the above data (detail in plan below)

Our data demonstrates further developing pedagogical approaches requires to be a continued priority to ensure accurate attainment data through assessment of all areas of Literacy and Numeracy. In light of the current climate and changing lens, a focus on developing a shared understanding the Curriculum Improvement Cycle is central to our improvement journey. Literacy, Numeracy and wider achievements continue to be a focus for PEF interventions in line with data. Learners require support from staff through trauma informed practice approaches where there will be additional input through the training and deployment of Pupil Support Workers to support approaches within a whole school and targeted nurturing approach.



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Relationships

Relevance

Values

Knightsridge Primary School - 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
Meeting the needs of all children and young people through inclusive and impactful pedagogy, with a particular focus on HWB (attendance, behaviour, curriculum) By March 2027, all learners will experience a nurturing inclusive learning environment where there is a culture of shared high expectations and aspirations for all. The application of Trauma Informed Practice will be applied and evaluated to ascertain supports, which require to be placed to reduce barriers. (Placing the human rights and needs of every child and young person at the centre of education)	X School and ELC Improvement. ☒ School and ELC Leadership ☒ Teacher and Practitioner Professionalism ☒ Parental Engagement ☒ Curriculum and Assessment ☒ Performance Information	How will an inclusive and impactful approach to pedagogy strengthen the health and wellbeing curriculum to support all learners? - Universal: - High quality professional learning to enhance staff understanding of Trauma Informed Practice. - Use of Trauma Informed Practice approaches to support whole school nurturing approaches and to ensure all learners experiences reduce barriers to being ready to learn. - Targeted: - Learners will be supported individually and in small groups through targeted support through Nurture and bespoke curriculum packages.	October 2026 Jan 2027 Ongoing	How will you baseline where you are in order to measure next steps and impact? Regularly review and analyse data from your measures. Self-reporting reflects almost all learners feel safe, achieving, respected, nurtured and included. Learning Conversations demonstrate a greater understanding of wellbeing strategies to support self-regulation (baseline: Majority). Observations demonstrate a reduction in barriers with almost all learners demonstrating their ability to be ready to learning (baseline: Most).
Raising attainment for all children and young people through inclusive and impactful pedagogy, with a particular focus on Literacy and Numeracy By September 2026 the HT and LOL will have developed a clear strategy and plan for implementation and spread of the LOL programme to improve consistency and quality of inclusive & impactful pedagogy to meet learner needs.	☒ School and ELC Improvement ☒ School and ELC Leadership ☒ Teacher and Practitioner Professionalism ☒ Parental Engagement ☒ Curriculum and Assessment ☒ Performance Information	How will an inclusive and impactful approach to pedagogy strengthening the curriculum, 4 capacities and support all learners? <u>HT</u> - Strategically oversee the LOL programme and plan - Meet LOL(s) after each session (e.g. add to SLT agendas) to reflect on progress and plan next steps - Join LOL(s) online coaching meetings - Identify Pedagogy Pioneer(s) and ensure LOLs can meet with PP(s) (We do)	Aug 26 – Jun 27	How will you baseline where you are in order to measure next steps and impact? Regularly review and analyse data from your measures. Pre- baseline evidence will be gathered using existing QA evidence of learning, teaching and assessment, learner engagement data, attendance data, and staff self-evaluation against inclusive pedagogy themes. <i>*Post-QA evidence demonstrates that learning, teaching and assessment and classroom practice is more consistently inclusive and impactful with improved quality of inclusive practice as evidenced through observation findings, planning documentation and positive impact on learner engagement and progress.</i>



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Relationships

Relevance

Values

<u>I Do phase</u> By October 2026 the Leader/s of Learning will have developed their understanding and implementation of inclusive, impactful pedagogy with a focus on: • Inclusive and enabling environments, structures and routines • Responsive and intentional approaches (differentiation and adaptive pedagogy) • Inclusion equity and support • Learning through exploration and play • Learner voice and agency • Reflective practice Using reflection, self-evaluation and planning for improvement approaches to further develop their leadership of LTA.		• Plan to 'spread' i.e. how could LOL and PP support other staff (e.g. input at staff meetings, joint planning/modelling/team teaching...) (You do) • Decide on implementation model • Ensure all staff are aware of LOL programme and plans • Support LOL in preparation for sharing event in April '27 <u>Leader Of Learning (LOL)</u> • Attend 6 LOL sessions, 3 online coaching meets (30mins) and a sharing event • Enhance own skills in leading and evaluating improvement e.g. working with the HT and staff to analyse baseline QA evidence of learning, teaching and assessment and meeting needs, tracking and comparing improvements, supporting colleagues to review and further strengthen their practice (All phases) • Enhance own skills in inclusive pedagogy and in evaluating the impact of trialled approaches e.g. analysing needs within a class, planning and trialling inclusive and impactful approaches and tracking their impact, enquiring into practice (I do) • Establish a baseline of inclusive pedagogical practice within their own class and PP classes against inclusive pedagogy themes, trial agreed approaches, and evaluate impact using learner engagement data, observation evidence and learner voice. (I/We do) • Support Pedagogy Pioneer(s) to trial approaches through joint planning, team teaching and coaching (We do) • Work with HT and PPs to plan, implement and evaluate spread e.g. modelling, team teaching, tracking impact of approaches, gathering and sharing evidence of improvement (You do)		All LOLs complete baseline and ongoing evaluation of personal skills in leadership of LTA and leadership of improvement evidenced through self-evaluation tools and coaching conversations. All LOLs complete baseline and post self-evaluation of their classroom practice against the inclusive pedagogy themes All LOLs support PPs and identified staff to complete baseline and post self-evaluation of their classroom practice against the inclusive pedagogy themes LOL reports increased confidence in coaching others (PP and other staff) through self-evaluation tools can evidence actions taken from their own coaching sessions (with facilitator and HT). *plus responsibility within core measure above
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Relationships

Relevance

Values

<u>We Do Phase</u> By December 2026 LOL will have supported pedagogy pioneer/s to further extend the PP's understanding of inclusive, impactful pedagogy to meet needs within their class. By December 2026, the Leader of Learning will use coaching, joint planning, and team teaching to further build the capacity of Pedagogy Pioneers, resulting in PPs consistently demonstrating more inclusive pedagogy with measurable improvements for learners. <u>You Do Phase</u> By March 2027 Leader/s of Learning and Pedagogy Pioneer/s will have supported 9 staff to strengthen their understanding of inclusive, impactful pedagogy to meet needs within their class. By March 2027, the Leader of Learning and PPs will use coaching, joint planning, and team teaching to further build the capacity of 9 staff, resulting in staff demonstrating more inclusive pedagogy with measurable improvements for learners. By March 2027, at least one inclusive pedagogy strategy is adopted consistently across all stages (Placing the human rights and needs of every child and young person at the centre of education)		<u>Pedagogy Pioneer (PP)</u> • Work alongside LOL(s) to further enhance own understanding of inclusive, impactful pedagogy • Work alongside LOL(s) to further strengthen and embed own skills in inclusive, impactful practice in the classroom and in evaluating the impact of trialled approaches e.g. analysing needs within class, planning together, team teaching, planning and trialling inclusive and impactful approaches in own class and tracking impact, enquiring into practice (We do) • PP works with HT and LOL(s) to spread effective practice e.g. modelling, team teaching, planning with colleagues, supporting enquiry (You do) <u>HT, LOL, PP and 9 identified staff</u> • HT, LOL(s) and PP(s) create a clear plan for implementation and spread as discussed with the wider staff team (You Do Team) • Agree measures of success for implementation and spread - baseline from previous QA evidence of LTA and analysis of needs within classes involved in (You do) • LOL and PP work with identified staff to further strengthen and embed their skills in inclusive, impactful practice in the classroom and in evaluating the impact of trialled approaches e.g. analysing needs within class, planning together, team teaching, planning and trialling inclusive and impactful approaches in own class and tracking impact, enquiring into practice (You do) • LOL, PP and identified staff gather evidence of improvement to share with wider staff team and at sharing event in April '27	All PPs complete baseline and post self-evaluation of their classroom practice against the inclusive pedagogy themes. Observation and Learning conversations show increased pupil voice when reflecting on learning. Specific plan for implementation and associated measures as agreed by the 'You Do Team' which supports spread and is aligned to QA processes, with impact evaluated through observation, learner voice and data. All staff involved complete baseline and post self-evaluation of their classroom practice and confidence against the inclusive pedagogy themes. Evidence of the impact of LOL/PP modelling at staff meetings, planning sessions or collegiate time <i>*Core measure</i> <i>Post-QA evidence demonstrates that learning, teaching and assessment and classroom practice is more consistently inclusive and impactful with improved quality of inclusive practice as evidenced through observation findings, planning documentation and positive impact on learner engagement and progress.</i>
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Courage

Relationships

Relevance

Values

Tackling the attainment gap between the most and least advantaged children (targeted): By June 2027, Quintile 1 learners will increase Combined Literacy attainment across the school by 5% from current levels. By June 2027, Quintile 1 learners will increase in Numeracy knowledge and understanding by 3% from current levels. By March 2027, Learner attendance will be increased through Family Development by 2%. <i>(Placing the human rights and needs of every child and young person at the centre of education)</i>	☑School and ELC Improvement ☑School and ELC Leadership ☑Teacher and Practitioner Professionalism ☑Parental Engagement ☑Curriculum and Assessment ☑Performance Information	<i>'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.</i> <i>Please follow this link INSERT HYPERLINK to view our PEF Summary and find out more about our use of Pupil Equity Funding.'</i>		Documented in PEF Plan
Meeting the needs of all children and young people through inclusive & impactful pedagogy, with a particular focus on curriculum making By June 2027, all staff will have engaged in technical frameworks published by the Curriculum Improvement Cycle and show increased confidence in their understanding of curriculum making <i>(Placing the human rights and needs of every child and young person at the centre of education)</i>	☑School and ELC Improvement ☑School and ELC Leadership ☑Teacher and Practitioner Professionalism ☑Parental Engagement ☑Curriculum and Assessment ☑Performance Information	How will an inclusive and impactful approach to pedagogy support curriculum development meeting the needs of all children and young people? Phase 1 Planning for sustainable professional learning to build confidence in curriculum making (teachers) • Planning for sustainable professional learning to confidently lead the process of curriculum making (leaders) Phase 2 • Planning for sustainable professional learning on curriculum making at school level (teachers) • Planning for sustainable professional learning on how to lead curriculum making at school level (leaders)	Aug 2026 – Jun 2027	How will you baseline where you are in order to measure next steps and impact? Regularly review and analyse data from your measures. Almost all staff questionnaires show an increase by at least 2 points in understanding of CIC confidence (baseline: almost all measuring 2 stars) Evaluation comments and professional learning calendar reflects high quality CLPL for all.



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Relationships

Relevance

Values