

# Knightsridge Primary School and Early Years Centre



# PROGRESS REPORT FOR SESSION 2024/25

(Standards & Quality Report)

**Knightsridge Primary School**

**Davidson Way**

**Livingston**

**EH54 8HG**

**Knightsridge Early Years Centre**

**Cameron Way**

**Livingston**

**EH54 8HE**

## ABOUT OUR SCHOOL

Knightsridge Primary School is in the Deans Community High School cluster and serves the community of Knightsridge in Livingston. The current roll is 216 pupils taught across 10 classes. The school received a significant amount of Pupil Equity Funding (PEF) to tackle the attainment gap and enhance pupil experiences.

The management team comprises of a Head Teacher, Acting Deputy Head Teacher, one Principal Teacher and an Acting Principal Teacher. Staffing is currently 13 full time equivalent (FTE) teachers. In addition, there is a physical education teacher (PE) and a woodwind and drumming instructor. The school is well supported by Pupil Support Workers. This year the school has a newly established Parent Council.

Knightsridge Early Years Centre can accommodate up to 60 children, aged 2-5, a day and offers a mixture of AM, PM and full day session. Our staffing consists of 6 Early Years Practitioners and 1 pupil support worker. Our nursery is led by two Early Years Officers, supported by our area support manager.



*Our vision at Knightsridge Primary School is to... Be the Best We Can Be!*

*We do this through our values of KINDNESS, PERSEVERANCE AND SUCCESS!*

*Aiming for a respectful and caring school environment for our children to learn and grow to be the best they can be!*



Vision: Be the Best We Can Be

Values: Be Safe, Be Nurtured and Be Responsible

Aims:

K- By being **kind** and

E- **Everyone** working together, to improve outcomes for children

Y- Our **young people** and their families are at the centre of all that we do,

C- And through **considering** and addressing inequalities we aim to be the best we can be

## IMPROVEMENT PRIORITIES

Our improvement priorities are always based on the national priorities in the National Improvement Framework (NIF). Below we have indicated what progress we made with these priorities in Session 2024/25, what the impact has been and what our next steps will be to continue to address these priorities in session 2024/25.

We have also shown which NIF driver for improvement we used – you can find out more about the National Improvement Framework and drivers at: <https://www.gov.scot/publications/achieving-excellence-equity-2022-national-improvement-framework-improvement-plan/documents/>

We have also evaluated our overall provision using quality indicators (QIs) in How Good is our School 4 (HGIOS4) and How Good is Our Early learning and Childcare? (HGIOELC) which is a key aspect of the Scottish approach to self-evaluation and school improvement.

PRIORITY	HOW DID WE DO?
<p>1.</p> <p>To raise attainment, especially in literacy and numeracy</p> <p>NIF Driver(s):</p> <p><input type="checkbox"/> School and ELC Improvement.</p> <p><input checked="" type="checkbox"/> School and ELC Leadership</p> <p><input checked="" type="checkbox"/> Teacher and Practitioner Professionalism</p> <p><input checked="" type="checkbox"/> Parental Engagement</p> <p><input checked="" type="checkbox"/> Curriculum and Assessment</p> <p><input checked="" type="checkbox"/> Performance Information</p>	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> <li>• We increased our use of data and used this to set our priorities</li> <li>• We introduced new timescales for planning to allow us to plan for interventions and monitor their impact</li> <li>• All teachers used our curriculum planner, considering pupil voice and skills development</li> <li>• We introduced a new approach to teaching phonics in P1 and engaged with the Language and Literacy service to review our whole school approach to teaching spelling and grammar</li> <li>• Through teacher leadership we introduced mathematical discourse objectives and strategies to provide high quality learning experiences by engaging with the Education Scotland pilot</li> <li>• We engaged with our cluster development plan to introduce a Building Thinking Classroom approach to promote discussion, engagement and strategies in numeracy</li> <li>• We implemented a cluster numeracy plan to ensure all areas of numeracy are taught and revisited throughout the school year</li> <li>• We use our cluster mental maths progression to improve recall and retention of number facts</li> </ul> <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> <li>• We have improved our attainment in literacy overall</li> <li>• We have improved our attainment in numeracy overall</li> <li>• Our tracked intervention and impact processes are leading to improved outcomes for learners</li> <li>• Learners are receiving high quality learning and teaching experiences in numeracy</li> </ul>
<p>ELC</p>	<ul style="list-style-type: none"> <li>• We have developed our approaches to using the four capacities in our consultative through responsive and intentional learning opportunities, demonstrating improved staff confidence and consistency of practice</li> <li>• We have implemented the Number Blocks approach through staff leadership and practitioners have tracked the impact of this intervention</li> <li>• We used our tracking information to inform and focus our planned group times linking with our consultative plan and environment with our Practitioner Leaders having autonomy over planning, leading to higher quality group times, experiences and spaces for learners</li> <li>• We have been supported by our Speech and Language Therapist to introduce appropriate inclusive language techniques in practice and targeted interventions for individuals which are tracked in personal plans</li> </ul>

<p>2.</p> <p>To close the attainment gap between the most and least disadvantaged children</p> <p>Our measurable outcome for session 2024/25 was to achieve equity for all learners through continued interventions and tracking of wider achievements</p> <p>NIF Driver(s):</p> <p><input type="checkbox"/> School and ELC Improvement.</p> <p><input checked="" type="checkbox"/> School and ELC Leadership</p> <p><input checked="" type="checkbox"/> Teacher and Practitioner Professionalism</p> <p><input checked="" type="checkbox"/> Parental Engagement</p> <p><input checked="" type="checkbox"/> Curriculum and Assessment</p> <p><input checked="" type="checkbox"/> Performance Information</p>	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> <li>• The school was awarded £134,750 of Pupil Equity Funding (PEF)</li> <li>• The PEF planning tool was used effectively to identify gaps for learners impacted by poverty, to plan and design interventions to support them and to gather evidence of the impact on their learning.</li> <li>• 22 priorities were planned and 68% of these priorities were fully achieved with 27% making good or better progress 5% moderate progress and no priorities made no progress</li> <li>• PEF was used effectively, led by our Deputy Head Teacher to oversee all equity priorities across the school, to provide training for staff in literacy approaches and interventions.</li> <li>• Interventions this year have focused on increasing attendance and addressing gaps in literacy. Examples include continuing our attendance collaborative, leading and using the Connected Quality Improvement Cycle to raise attainment across the school, establishing our pupil voice group to lead our Cost of the School Day approaches, developing skills based groups for identified pupils and supporting our families</li> <li>• Using class data analysis and we our Pupil Engagement tracker the school is beginning to implement systems to track achievements to ensure all children have opportunities for success which includes achievements within and out with school, learners affected by poverty and those at risk of missing out</li> <li>• Interventions are informed by regular robust analysis of data using a Data Dialogue approach.</li> <li>• Our school uses tools like the 4 Lenses, CQI Cycle and Star approach to identify gaps and to report on impact</li> </ul> <p>Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:</p> <ul style="list-style-type: none"> <li>• We have raised attainment in combined literacy across the school for our Q1 learners, our numeracy data has remained stable</li> <li>• Attendance has increased by 3%</li> <li>• School is effectively addressing the Cost of the School Day, through consistently looking for ways to eliminate costs for families and have established partnerships and approaches to address</li> <li>• Feedback from our parent conference was positive, with all parents finding the information shared useful and they would like future events</li> </ul>
<p>ELC</p>	<ul style="list-style-type: none"> <li>• All practitioners took part in building a group Equity Analysis to fully understand the needs of our learners and their families</li> <li>• Our staff team have a good understanding of the barriers facing families and are committed to securing children's progress</li> <li>• All practitioners use personal plans to work with families to create support plans, to ensure their individual needs are fully met and their wishing and choices are respected</li> </ul>

<p>3.</p> <p>To improve children and young people's health &amp; wellbeing</p> <p>NIF Driver(s):</p> <p><input type="checkbox"/> School and ELC Improvement.</p> <p><input checked="" type="checkbox"/> School and ELC Leadership</p> <p><input checked="" type="checkbox"/> Teacher and Practitioner Professionalism</p> <p><input checked="" type="checkbox"/> Parental Engagement</p> <p><input checked="" type="checkbox"/> Curriculum and Assessment</p> <p><input checked="" type="checkbox"/> Performance Information</p>	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> <li>• We continue to use pupil Health and Wellbeing self-reporting and our trusted adult approach to support our pupils</li> <li>• We gathered authentic pupil voice using the Lundy model to create our Anti-Bullying Strategy, this strategy was further embedded this session, our pupil voice and participation journey was shared at the council chambers (PDSP)</li> <li>• We used this model to further develop our Equalities and Diversity policy, further reflecting on respect and protected characteristics, linking this to UNCRC</li> <li>• We have continued to embed the principles of UNCRC in our practice and reflected upon this in our curriculum design</li> <li>• We tracked wider achievements for all pupils and have used started to use this information to inform our curriculum design</li> </ul> <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> <li>• Our parent and pupil ethos surveys both show an improvement in the way we approach and tackle bullying in our school</li> <li>• Learners are eager to share their learning and can articulate their views and opinions</li> <li>• We have been awarded Gold: Rights Respecting Schools Award</li> <li>• We presented our Equalities and Diversity Policy at Education Scotland's Policy launch, our case study is on their website</li> </ul>
<p>ELC</p>	<ul style="list-style-type: none"> <li>• We revised our vision, values and aims with our stakeholders to reflect our unique setting</li> <li>• We continue to use pupil voice to drive our improvements and uphold the rights of all learners in our journey to our Silver UNCRC award</li> <li>• We have increased our parental engagement through stay and play sessions, big bedtime read and the introduction of PEEP</li> <li>• We have used our mealtime audit process to enhance the experience of mealtimes and ensure our risk assessments are followed</li> <li>• We continue to work with our partners to ensure our pupils needs are being met</li> </ul>

<p>4.</p> <p>To improve employability skills, and sustained, positive school-leaver destinations for all young people</p> <p>NIF Driver(s):</p> <p><input type="checkbox"/> School and ELC Improvement.</p> <p><input checked="" type="checkbox"/> School and ELC Leadership</p> <p><input checked="" type="checkbox"/> Teacher and Practitioner Professionalism</p> <p><input checked="" type="checkbox"/> Parental Engagement</p> <p><input checked="" type="checkbox"/> Curriculum and Assessment</p> <p><input checked="" type="checkbox"/> Performance Information</p>	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> <li>• Embedded our curriculum rationale through our planning and experiences we offer our learners to include pupil voice, learning in our community and skills</li> <li>• Target classes took part in forest school sessions at West Lothian College to develop their curriculum and tracked the impact that had on learners</li> <li>• Classes used the 'Passport of Experiences' to decide on key activities they wanted to take part in, and our teachers used the curriculum to guide this</li> <li>• We use meta-skills across the curriculum to inform our success criteria</li> </ul> <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> <li>• Meta-skills are used in almost all of our lessons</li> <li>• Within wider curriculum areas, staff are beginning to provide opportunities for learner voice authentically embedded and reflects interests and need</li> <li>• Pupils in target classes reported an increase in the engagement and</li> <li>• The embedding curriculum rationale is informing planning for learning and processes such as gathering pupil voice and considering contexts for learning are becoming evident in classroom practice</li> </ul>
<p>ELC</p>	<ul style="list-style-type: none"> <li>• Our learners have benefitted from forest school activities</li> <li>• We have made community links with the local community centre and secured an allotment for our children to grow plants, fruits and vegetables</li> <li>• We achieved our level 3 RHS Gardening Award and we are working towards our level 4</li> <li>• We have used audits and best practice visits to develop our environment</li> <li>• We have increased our family learning opportunities</li> </ul>

- Our school's attendance has improved this year, however it still falls below the West Lothian average, and our exclusion rate remains low.
- Our school's newly created Parent Council is supporting the improvement priorities for the school.
- Our school benefits from the high level of parental engagement at school events and we are increasing parental involvement in our school improvement priorities

## **Our Wider Achievements this year have been:**

- City of Play sessions with West Lothian College
- Two Outdoor Learning sessions for P5 class with West Lothian College
- P7 Barista – weekly enterprise
- Coding workshops with parent helper- various classes
- P6, P7/6 & P7 – Netball Tournament
- P6 and P7 – Football Tournament
- P6 and P7 – Cross Country
- P5 and P6 – Swimming
- P6 and P7 – Fire Service Safety Presentation
- Selected P5s in Cluster Cooking Club at DCHS
- P6, P7/6 & P7 – Handball Training
- P6 – Active Schools Leadership and Competition Training (sports)
- P7 & P7/6 - Residential experience at Broomlee
- P6 pupils – Two Activity Days at Linlithgow Xcite
- P6 & P7/6 - Bubblegum & Fluff with church
- P7 & P7/6 - Cracking the Easter Code with Church
- P6 – supporting pupils in EYC regularly
- P3s Cluster Sports Festival at DCHS
- All classes went on a Class Trip
- Numerous After School Clubs
- Multi sports After School Club for P1-3 pupils
- World Diabetes Day - Assembly for all classes (planned by diabetic children) and parents in school
- Children in Need
- P1 Bookbug event for P1 and parents/carers
- P2 and P3 Read, Write, Count event for P2, P3 and Parents and Carers
- P1-7 Christmas Pantomime Trip to the theatre
- Christmas Fayre - all classes had Enterprise Crafts for sale
- BBC Authors Live sessions – various classes
- Destination Judo sessions for all
- Go Bright Muscular Dystrophy Day
- Macmillan Coffee Morning
- Adult Learning Team Classes for families and parents/carers - Cooking, Games
- Staff participated as a Team in the Moonwalk Scotland – in memory of a colleague, school community donated to the charity
- Woodland Trust link with P6s – out within the community
- NYCOS sessions for P4
- Parent Conference with partners and community links
- P7 Fundraising Event – Quiz, Bingo, enterprise, raffles
- Drumming and woodwind lessons weekly for selected pupils
- Dress down Fridays with alternating Equity focus – items for Kindness Cupboard
- Each class created their own Class Experience Passport and participated in numerous activities and events within this
- NSPCC World Maths Day – all classes participated
- P7 Curriculum and Equity Leads organised a Winter Warmers pre-loved clothing sale
- Scots Poetry Competition



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

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

How good is our Early Learning and Childcare? The quality indicators\* evidence that:

1.3 Leadership of change	Very Good
2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equality and inclusion	Very Good
3.2 Securing children's progress	Good

+Delete if not relevant

\*(Indicators used in How good is our School? 4<sup>th</sup> Edition, Education Scotland 2015 and  
How Good is Our Early Learning and Childcare? 2016)