

Knightsridge Primary School Standards and Quality Report for Session 2025-2026



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:

Knightsridge Primary School is a non-denominational school located within the Deans Community High School Cluster and serves the community of Knightsridge in Livingston.

We provide education for learners between Primary 1 to Primary 7. We work closely with our feeder ELC provision based in Knightsridge Early Years Centre. The current school role is 188, comprising of 9 primary classes with composite classes at P4/3 and P5/4.

The dedicated staff team comprises of a Head Teacher (HT), a Depute Head Teacher (DHT) and a Principal Teacher (PT). Teaching staff is currently at 13 full time equivalent (FTE), including a P.E. specialist and drumming & woodwind instruction. 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. Parents and carers play an important role in the life of the school and continue to positively support the school through the newly formed Parent Council and volunteer opportunities.

We continue to work collaboratively to ensure our school vision of “Be the Best we can Be” and our school values of “Kindness, Perseverance and Success” underpin all the work of the school community.

View our school website for further information:
<https://knightsridge.westlothian.org.uk>

What has your Child's School being doing to improve this year?**Improvement in children and young people's health and wellbeing:**

We have further developed our Anti-Bullying and Equalities policy through RESPECT activities and developing a ‘call it out, call it in’ approach.

Closing the attainment gap between the most and least disadvantaged children and young people:

We have implemented targeted interventions for pupils from quintiles 1 and 2 not achieving expected levels in literacy.

Improvement in skills and sustained, positive school-leaver destinations for all young people:

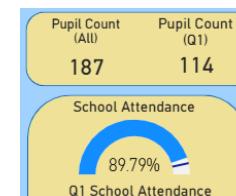
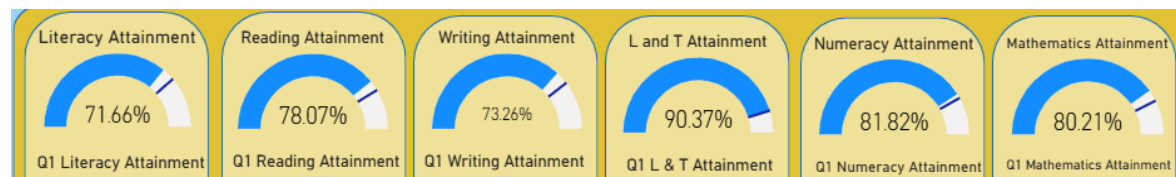
We have continued to develop skills for life, learning and work using a varied curriculum offer.

Improvement in achievement, particularly in literacy and numeracy:

We are supporting progression in Literacy through the implementation of a clear spelling progression and assessment procedures. We have implemented approaches to using targets in Listening & Talking to support accurate Teacher Professional Judgement.

In Numeracy, working with cluster colleagues, we have supported a cluster approach to assessment.

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



The above information shows an overview of our current levels of attainment.

- Most learners at P3 and P5 with the majority of learners at all other stages are on track to achieve the appropriate Curriculum for Excellence Level in Literacy.
- The majority of learners at P1 and P7 with most of learners at all other stages are on track to achieve the appropriate Curriculum for Excellence Level in Numeracy.
- We are driving progress for learners through evidence-based interventions to promote equity.
- School attendance is below the West Lothian Council average, however the school has taken positive steps to improve attendance rates with most parents/carers identifying that the school promotes the importance of positive attendance.
- Our school's exclusion rate for 2025/26 is 29.56%, reflecting our strong commitment to supporting the wellbeing of all children through a shared understanding of embedding the whole school Nurture principles. Almost all pupils report to feeling safe in school with almost all learners reporting they have a trusted adult in school.
- Our pupil ethos survey results demonstrated that most learners are satisfied with school and find school helps them become more confident. Most learners stated they get the help they require with their learning with almost all learners stating that staff treat them fairly and with respect. Most learners identified that they have a say in how to improve the work of the school and feel that they are listened to by staff.
- Our parent ethos survey return is above the West Lothian Council average with almost all parents identifying that their child feels safe and has a trusted adult. Most parents/carers feel they are consulted and that their child is being encouraged and stretched to be the best they can be. Most parents/carers report that they are kept well informed about their child's learning and that the school offers family learning opportunities.
- The school has effectively worked with The Vennie to enhance and enrich learners' experiences, for example through bikeability opportunities.
- Our Pupil Equity Fund (PEF) has been used effectively to support learners in Literacy, Numeracy, Health & Wellbeing and wider achievement opportunities. 16 out of the 18 PEF targets have been fully achieved or have made good progress. The Equity Leadership group has made positive progress on reducing The Cost of the School Day through the Kindness Cupboard and the links, which have been made with local supermarkets.

Achievements we're proud of this year:

What has been the impact of our improvements? - All learners participated in a Fischy Music workshop and celebration with the community. - Every class led two assemblies, which also involved parents/carers. - Primary 6 teams participated in the Euro Quiz. - All learners participated in a World Cup Celebration in conjunction with The Vennie following funding from the SFA. - Family engagement across the School was well supported by families who were invited to drop-in sessions, Christmas activities, assemblies and whole school events. - Primary 7 learners participated in Bikeability. - Primary 7 learners had the opportunity to attend a residential. - Teams from Primary 7 participated in the Cluster Maths Competition. - Whole School Scots Poetry Competition. - Primary 6 activity days at Xcite, Linlithgow. - Author Matt Goodfellow worked with Primary 5 -7, - Primary 1, 2 and 3 hosted a Daffodil Tea with families.	What our pupils say: - Almost all learners feel safe in school. - A primary 3 pupil stated “I really liked the World Cup Day. I was able to score a goal.” - A Primary 7 pupil said “I liked attending the ‘Hear our Voices’ event. I was able to add a feather to the display.” I enjoyed going to the football tournaments at Inverlmond. P6 pupil	What our families say: “The staff go above and beyond for our children. They want them to be the best they can be.” “Health and Wellbeing based in strong relationships is central to all the work at Knightsridge.” “The school is becoming a community school again following COVID and the issues with the roof. We love the school as most of us grew up in the area and want the best for the school.”
What can your child look forward to next school session? Improvement in children and young people’s health and wellbeing: Further develop a shared understanding of Trauma Informed Practices to support our inclusive approaches. Closing the attainment gap between the most and least disadvantaged children and young people: Further embed approaches to ensure progression for our Quintile 1 learners, focussing on Literacy, Numeracy, Health & Wellbeing, including attendance and Wider Achievements. Improvement in skills and sustained, positive school-leaver destinations for all young people: Engagement with the Curriculum Improvement Cycle to support the school to review our broad general education offer. Improvement in achievement, particularly in literacy and numeracy: Review all pedagogy approaches in Literacy. Develop Numeracy pedagogy through Building the Thinking Classroom.	How do we know we have made a difference? What does this mean for your child? - Learners have a clear understanding of anti-bullying strategies with pupil ethos surveys under the statement “My school deals well with bullying” is roughly in line with West Lothian Council average. - 90% of PEF interventions have positively impacted on 70% of learners. - Building learner understanding of the curriculum has developed the majority of learners becoming more independent throughout their school life. - Spelling progression approaches have ensured that learners build on prior learning with assessment demonstrating learner progress. - Numeracy assessment has supported a consistent approach to gathering learner evidence to support Teacher Professional Judgement and support each pupil to set SMART targets. - Learners are being positively impacted by professional opportunities undertaken staff across the curriculum.	

