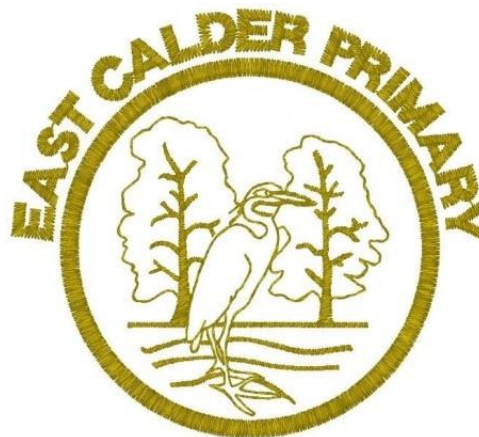


# **East Calder Primary School & ELC**



**Improvement Plan**

**2025-2026**



## Factors Influencing the Improvement Plan

### School Factors

- Addressing Action Points identified in school's Self Evaluation procedures
- Moved into new building August 2024 and subsequent learning opportunities
- Increased role and change in demographic due to new buildings in local area
- WCHS Cluster Improvement Plan
- Equity Priorities
- The majority (73.44%) of pupils find learning enjoyable. Through ongoing developments, we have opportunity in session 25-26 to enhance this further.

### Local Authority Factors

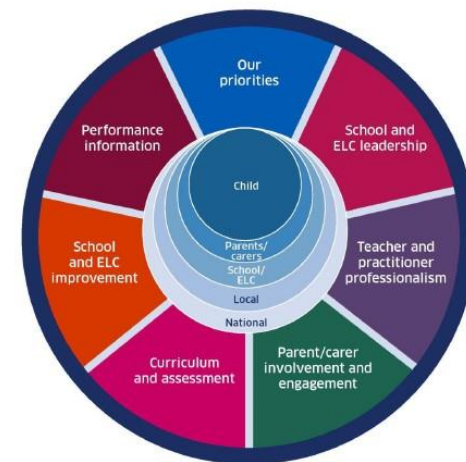
- Moving Forward in Your Learning Guidance – Literacy and Numeracy West Lothian Priorities, HWB
- Raising attainment, including closing the gap ([West Lothian Raising Attainment Strategy](#))
- Transforming Your Council
- [Corporate Plan](#)
- Education Services Management Plan
- West Lothian Parental Involvement and Engagement Framework
- Equity Team and additional allocations
- Pedagogy Team

### National Factors

- Coronavirus (COVID-19): Guidance on reducing the risks from COVID-19 in schools
- Moderation Cycle and Assessment

## East Calder Primary School and Early Learning Class Improvement Plan – 2025/2026

- National Improvement Framework / Scottish Attainment Challenge / National Improvement Hub / Raising Attainment for All
- Pupil Equity Funding/Equity Audit
- How Good is Our School? 4<sup>th</sup> Edition and How Good is Our Early Learning and Childcare?
- National Standard for ELC – Quality Framework for day care of children
- Getting it Right for Every child (GIRFEC)
- Curriculum for Excellence Refresh
- Realising the Ambition
- Developing Scotland's Young Workforce
- Child Protection Procedures
- GTCS professional standards and professional update 2021
- Achieving excellence and equity 2022: National Improvement Framework and Improvement Plan
- Putting learners at the centre: towards a future vision for Scottish Education, The Ken Muir Report, March 2022
- UNCRC
- Presumption to provide education in a mainstream setting 2019



# Our Vision, Values and Aims



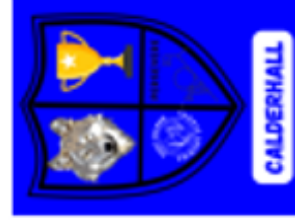
Everyone is unique. We consider the whole child and their circumstances when making decisions and value inclusion, fairness and diversity so that together we ensure that everyone has the right support and the same chance to learn and achieve every day.

Learning is central to our values. We are all committed to life-long learning and enjoying creative, engaging opportunities to play, co-operate and learn which develop the knowledge skills and experiences we all need to learn and achieve every day.

Mutual respect underpins positive relationships across our lives. We model clear communication, honesty, responsibility and trust and expect the same across all relationships in school, building partnerships which are important to support us all to learn and achieve every day.

A positive attitude is crucial. We encourage and develop positive and supportive approaches to challenges and relationships building the aspiration, independence, resilience and confidence we all need to learn and achieve every day.

Feeling nurtured is a central human need. The wellbeing indicators help us all to work together on building a caring, warm, supportive environment where children's needs are central to our approaches ensuring we all learn and achieve every day.



## AIMS

- To foster learning opportunities that recognise and celebrate pupils' individuality, develop their full potential and skills they will need to become Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors.
- To provide stimulating and challenging learning opportunities that will engage children and develop their curiosity, creativity, independence and resilience.
- To have a shared vision that equips our children with skills for learning, life and work.
- To nurture and promote positive relationships and develop a sense of belonging within the East Calder Primary School community.
- To cultivate an ethos of high aspirations and ambition for all our learners where attainment, achievement and participation is recognized and celebrated.

**READY**

**RESPECT**

**SAFE**

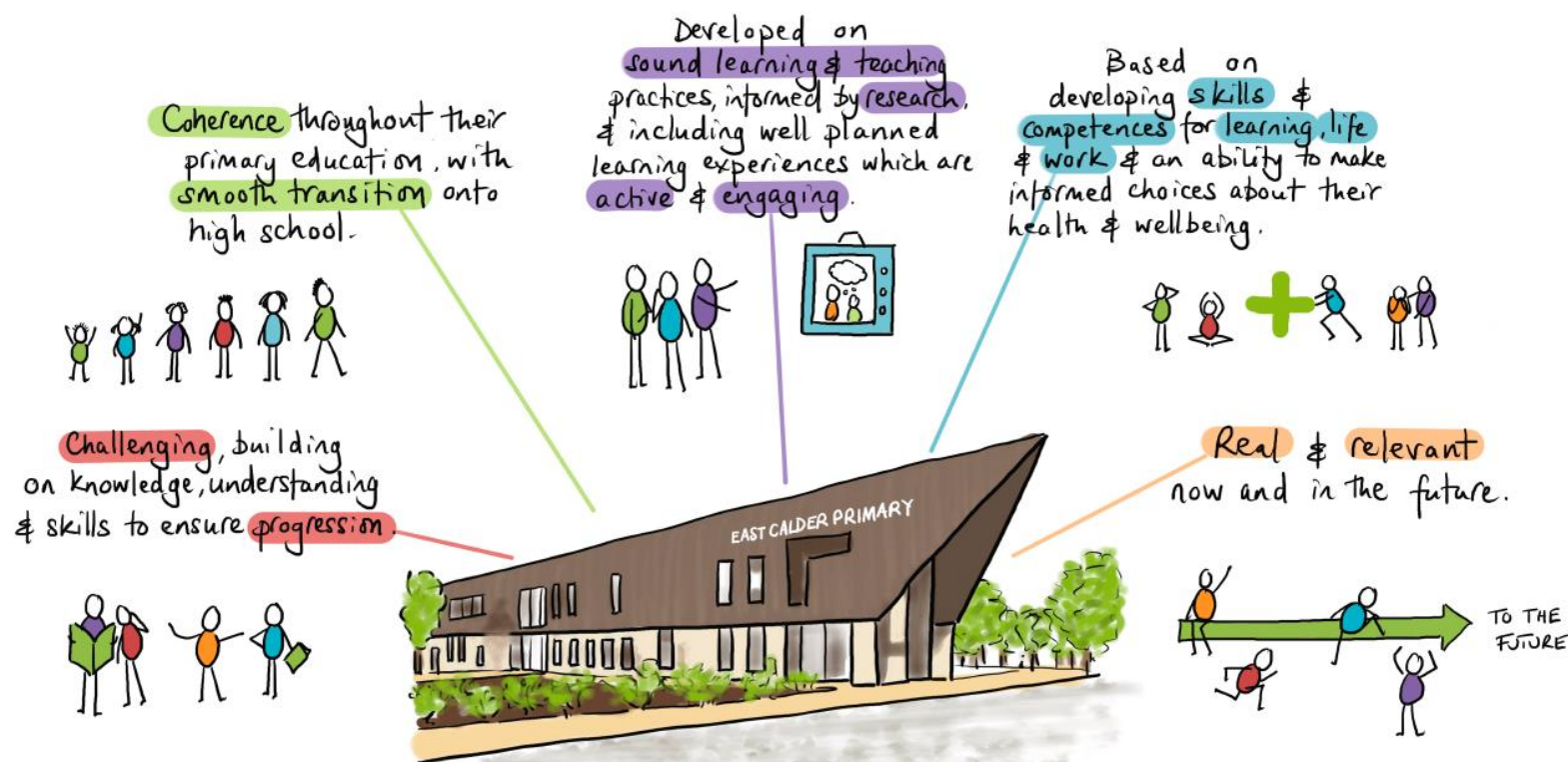
Learn and Achieve Everyday



# East Calder Primary School and Early Learning Class Improvement Plan – 2025/2026

LEARN AND ACHIEVE  
EVERYDAY

## EAST CALDER PRIMARY SCHOOL CURRICULUM RATIONALE



LEARNING EQUITY ATTITUDE RESPECT NURTURE

Created by @ImpactWales ©2024







## East Calder Primary School and Early Learning Class Improvement Plan – 2025/2026

### Contextual Data Analysis and Rationale for 2025/2026 SIP

#### a) Background – The context for learners in our school

East Calder Primary School is a non-denominational primary school and early learning class (ELC) situated centrally in the town of East Calder. Our vision and ethos are strong and alongside our school values of: **Learning, Equity, Attitude, Respect** and **Nurture**, underpin everything we do and all decisions made, in school. Our children are confident, respectful and caring young people and are a credit to our school community.

Over the past six years, East Calder Primary School has been on an improvement journey focused on developing pedagogies and practice to improve learning, teaching, assessment resulting in increased attainment and achievement within literacy and numeracy. Our children deserve the highest quality learning, teaching and assessment and our committed staff team work hard to ensure this continuous improvement. In February 2024, Education Scotland carried out a short model inspection at East Calder Primary and we achieved 2 very good evaluations <https://education.gov.scot/inspection-and-review/find-an-inspection-report/find-an-inspection-report/details?id=2465>

#### b) Data to identify the universal (SIP) and targeted (PEF) support

Overall, attainment in literacy and numeracy is very good. In session 2024-2025, **almost all** children achieved expected CfE levels of attainment in reading, writing, listening and talking, and numeracy. Across the school, there are a **few** children who are exceeding expected levels of attainment.

Our learners confidently self-report against the wellbeing indicators and, across the school, happily speak with their 'one-trusted adult' about any concerns or issues they are having. School staff are quick to respond to ambers and reds in learners self-reporting and effectively support learners 'back to green'. Our staff have a strong understanding of the context of the school and the barriers to learning faced by children.

While average attainment has decreased by an average of 2.8% since June 2024, this change coincides with an 11% increase in our school roll. This growth means that a larger number of pupils are being assessed, including those who may be new to the school/local area/country; as well as those at a different starting point in their learning journey. As a result, the drop in average attainment likely reflects the broader intake rather than a decline in individual pupil progress. Ongoing data analysis will continue to support our differentiation between trends in performance, and the impact of demographic changes.

#### c) What are our universal priorities? – Identified SIP priorities informed by the above data (detail in SIP plan)

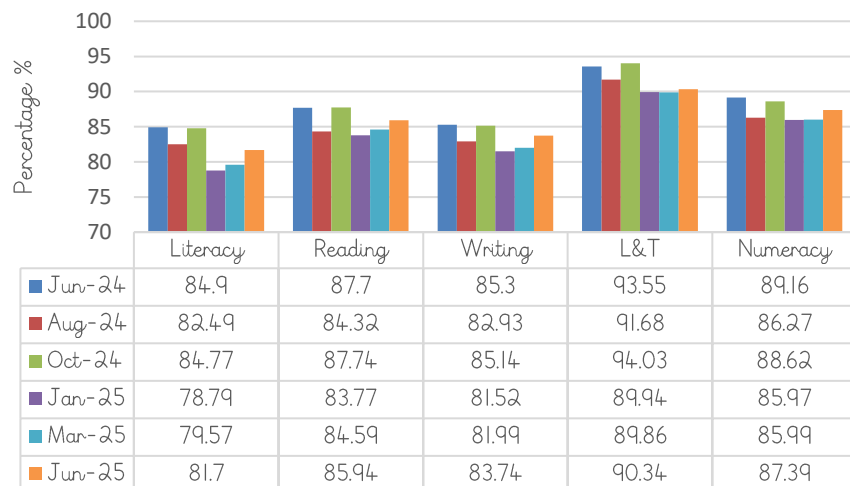
Now that we have settled into our new building and following our very positive Education Scotland Inspection (February 2024) we will continue to engage with the recommendations to ensure we continue to provide the highest quality learning experiences for our children with particular focus on ensuring we develop further our approaches to high-quality learning, teaching and assessment via a focus on learning through play and developing our learning spaces to captivate and motivate our learners to "Learn and Achieve Everyday".





## East Calder Primary School and Early Learning Class Improvement Plan – 2025/2026

ECPS - Attainment  
2024-2025



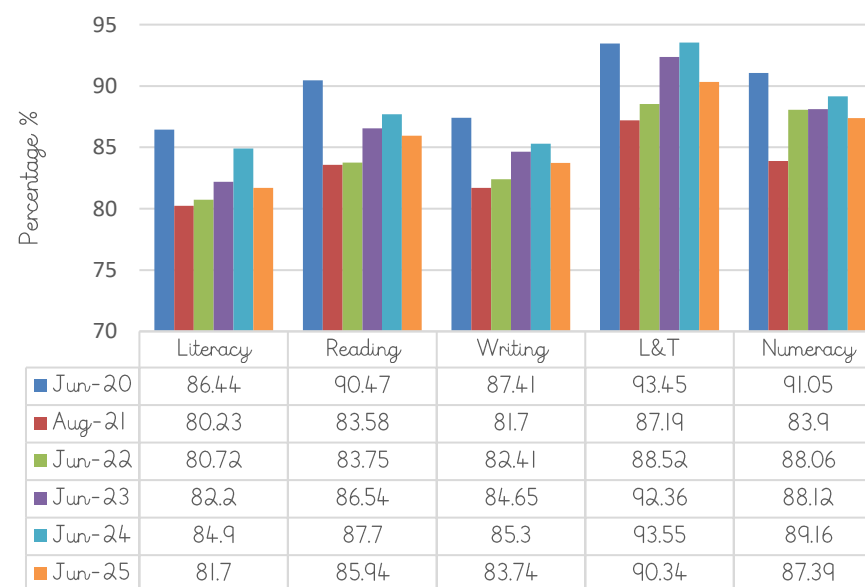
### ECPS – Attainment 2024-2025

- Attainment remains high, with all areas about 81%.
- The drop in average attainment aligns with the 11% roll increase
- The school is showing signs of stabilising performance
- Listening and Talking, while remaining the highest area, had the largest percentage drop

### ECPS – Attainment Over Time 2020 – 2025

- Our long term data shows a resilient strong recovery post-Covid, with strong improvements sustained
- The modest decline in 2020 reflects the challenges of rapid growth,
- Compared to 2021-2022 levels, 2025 attainment is still significantly higher, showing net progress over five years

ECPS - Attainment Over Time  
2020 - 2025



Learning

Equity

Attitude

Respect

Nurture



## East Calder Primary School and Early Learning Class Improvement Plan – 2025/2026

### East Calder 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
<p><b>Improvement in all children and young people's wellbeing:</b></p> <p>To improve the wellbeing of all children with a focus on mental health, by fostering a nurturing environment, building staff capacity and delivering targeted interventions to strengthen resilience and coping skills</p> <p>To create inclusive, stimulating and well-equipped learning environments that empower high quality teaching and learning while fostering positive mental health and wellbeing for all pupils and staff</p> <p><b>(Placing the human rights and needs of every child and young person at the centre of education)</b></p>	<p><input checked="" 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 type="checkbox"/> Performance Information</p>	<ul style="list-style-type: none"> <li>See <b>HWB 'Resilience'</b> – Mind map and Driver Diagram</li> <li>Integrate resilience education across the curriculum</li> <li>Establish a whole school approach to wellbeing and resilience</li> <li>Training for staff on resilience and mental health first aid</li> <li>Implement structures social and emotional learning programmes – e.g. Tree Of – Treehouse, continued used of Zones of Regulation</li> <li>Development of our safe spaces for emotional support</li> <li>Encourage pupil voice and responsibility – role of wellbeing ambassadors</li> <li>Promote family and community involvements e.g. mental health professionals, youth workers and motivational speakers.</li> <li>Continue to monitor and support pupil wellbeing as well as celebrate effort and progress</li> <li>Development of outdoor learning and risk-taking</li> </ul> <ul style="list-style-type: none"> <li>See <b>HWB 'Learning Environments'</b> – Mind map and Driver Diagram</li> <li>Audit accessibility and representation – review classroom layouts, resources, display, materials etc.</li> <li>Design dynamic and flexible zones – create flexible areas with varied seating, hands on learning stations and areas for collaboration and quiet reflection</li> <li>Enhance outdoor learning spaces – invest in nature-based resources, outdoor classroom and sensory gardens</li> <li>Display pupil work and learning prompts – regularly update to reflect effort and diversity</li> <li>Audits – resource &amp; environmental audits and upgrades where required – ensuring all learning spaces have up-to-date and accessible technology, books, manipulatives and sensory tools. Prioritise regular upkeep and cleanliness to promote health and learner readiness</li> <li>Feedback from all stakeholders – involve pupils and staff in co-constructing plans for changes</li> <li>Effectively use data to define and refine actions</li> <li>Review positive relationships policy to reflecting developments</li> </ul>	<p>By June 2026</p> <p>October 2025</p> <p>From September 2025</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>September 2025</p> <p>Ongoing</p> <p>May 2026</p>	<ul style="list-style-type: none"> <li>Pupil voice and termly wellbeing surveys</li> <li>Attendance and engagement data – monthly</li> <li>Behaviour and incident recording – monitored monthly</li> <li>Staff observations and pupil progress – termly</li> <li>Case studies – tracking learners</li> <li>Parental feedback</li> <li>Staff wellbeing and confidence survey</li> <li>Curriculum and Learning environment audit – before and after</li> <li>Peer relationships and social skills</li> <li>Learning walks with structured observation rubrics</li> <li>Surveys and audits</li> </ul>





## East Calder Primary School and Early Learning Class Improvement Plan – 2025/2026

<p><b>Raising attainment for all, particularly in literacy and numeracy (universal):</b></p> <p>To raise attainment in <b>Literacy and English</b> by updating our curriculum in line with the revised WLC progression pathways and aligning our pedagogical toolkit to ensure pupils consistently experience well planned learning and teaching that provides appropriate challenge, differentiation and pace</p> <p>To raise attainment in <b>Numeracy and Mathematics</b> by implementing an enhanced competency based curriculum that focuses on skills mastery, deeper conceptual understanding and practical application</p>	<p>☑School and ELC Improvement</p> <p>☑School and ELC Leadership</p> <p>☑Teacher and Practitioner Professionalism</p> <p>☑Parental Engagement</p> <p>☑Curriculum and Assessment</p> <p>☑Performance Information</p>	<ul style="list-style-type: none"> <li>• See <b>Literacy and English</b> – Mind map and Driver Diagram</li> <li>• Curriculum alignment and review – audit current curriculum identifying gaps or misalignments, redesigning long and medium term plans as required</li> <li>• Pedagogical toolkit development – edit our shared literacy and English pedagogical toolkit, introduce strategies for effective differentiation, challenge and pacing</li> <li>• Provide on-going CLPL on how to support and implement these</li> <li>• Update assessment frameworks to align with revised documentation</li> <li>• Engage in moderation activities within and across stages to ensure shared expectations of progress and attainment – particularly in <b>Listening and Talking</b></li> <li>• Use of assessment data to inform next steps and adjust planning accordingly</li> <li>• Pupil support and targeted interventions – use of data to identify and plan targeted interventions</li> <li>• Ensure learner engagement and opportunities for pupil voice throughout</li> <li>• Ongoing monitoring and quality assurance</li> </ul> <p>To deepen and align the WCHS Cluster's implementation of Building Thinking Classrooms approaches with WLC's strategic priorities for improving attainment in numeracy and mathematics, ensuring consistency, progression and equity across all cluster schools (cluster priority)</p> <ul style="list-style-type: none"> <li>• See <b>Numeracy and Mathematics</b> – Mind map and Driver Diagram</li> <li>• Audit current numeracy and mathematics curriculum - prioritise skills mastery, conceptual depth and progression through competencies</li> <li>• Maths champion and HT to attend cluster Building Thinking Classrooms sessions : Embed BTC approaches consistently across the cluster; Supporting attainment through evidence-informed practice; Enhance learner engagement in thinking in mathematics; Foster cluster-wide collaboration and capacity building</li> <li>• Delivery of CLPL on mastery teaching strategies, revisit CPA approaches.</li> <li>• Facilitate collegiate planning and moderation to ensure consistency in expectations and progression through competencies</li> <li>• Shift from solely level based tracking to include competency based formative assessment.</li> <li>• Develop/adapt tools for assessing depth of understanding – no just correct answers.</li> <li>• Use data to identify target groups for additional support or challenge, implement targeted interventions e.g. number talks, mastery numeracy sessions; build pupils metacognition and self-regulation to help articulate mathematical thinking and learning process</li> <li>• Quality improvement and impact monitoring – learning visits, jotter reviews, planning samples etc.; pupil voice and staff feedback to evaluate consistency and impact of enhanced curriculum; ongoing monitoring of attainment data to assess progress towards raising attainment</li> </ul>	<p>September 2025</p> <p>May 2026</p> <p>T1 and T3</p> <p>Ongoing</p> <p>September 2025</p> <p>Ongoing – attendance at 4 x sessions</p> <p>Ongoing</p> <p>Termly</p>	<ul style="list-style-type: none"> <li>• Increase in percentage of pupils achieving or exceeding expected levels in literacy and numeracy as per CfE and SNSA data</li> <li>• Literacy planning reflective of updated pathways</li> <li>• Staff feedback indicates increased confidence</li> <li>• Pupils showing progression aligned</li> <li>• Quality improvement activities</li> <li>• Evidence of accelerated learning for target groups (SIMD, EAL, ASN, PEF)</li> <li>• Assessments evidence why and how of mathematical reasoning</li> <li>• QI visits</li> <li>• Planning, lesson observations and work samples focus on mastery, challenge, differentiation and real-world application</li> <li>• Pupil surveys and focus groups show higher engagement, confidence and ownership in numeracy learner.</li> <li>• Learners know what and why they are learning and how it connects to broader skills and real life.</li> </ul>
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## East Calder Primary School and Early Learning Class Improvement Plan – 2025/2026

<p>To develop consistent, motivating CLIL-based approaches to <b>French</b> that promote curiosity, enjoyment and engagement with languages across the cluster, grounded in pupil voice to select the context (cluster priority)</p> <p>(Placing the human rights and needs of every child and young person at the centre of education)</p>		<ul style="list-style-type: none"> <li>• See '<b>Languages Improvement Plan</b>' – Mind map and Driver Diagram</li> <li>• Small test of change – across P7 year group</li> <li>• Continue taster session in a similar format to session 2024-25.</li> <li>• Offerings include: French, Spanish, German and (potentially) Mandarin</li> <li>• Engage P7 children in consultative planning around context – to be shared with WCHS PT before July 2025</li> <li>• Collaborative approach – P7 and 1+2 lead to work with WCHS subject specialists</li> <li>• Contribute to cluster moderation day (Feb inset 2026) – opportunity to showcase exemplars of motivating CLIL lessons</li> <li>• Delivery of joint CLPL session for all staff involved to build a common understanding of CLIL methodology and its benefits</li> <li>• Create a shared bank of cluster wide units – initially French</li> <li>• Use of progression pathways for language acquisition to ensure appropriate challenge</li> <li>• Encourage co-planning across schools to design thematic cross curricular units</li> <li>• Facilitation of peer observation and team teaching as well as moderation to promote consistency and shared pedagogy,</li> <li>• Creation of language support networks to build a community of practice.</li> <li>• Survey staff to track changes in confidence – led by WCHS</li> </ul>	<p>Term 3 into Term 4</p> <p>By May 2026</p> <p>Ongoing</p> <p>Baseline May 2025 &amp; reviewed May 2026</p>	<ul style="list-style-type: none"> <li>• All cluster schools are regularly delivering CLIL-based French learning</li> <li>• Planning documentation across schools reflects integration of French through ID</li> <li>• Evidence of shared recourse, approaches and collaborative planning</li> <li>• Pupil voice indicates increased motivation and enjoyment</li> <li>• Learners demonstrate increased willingness to use French</li> <li>• Greater participation in French themed evets that celebrate language and culture</li> <li>• All schools engage in joint professional learning and evidence of peer collaborations and moderation</li> <li>• Learning observations and earning walks show authentic use of French in meaningful contexts.</li> <li>• Cluster wide events promote language learning as fun, inclusive and valued.</li> </ul>
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## East Calder Primary School and Early Learning Class Improvement Plan – 2025/2026

<p><b>Tackling the attainment gap between the most and least advantaged children (targeted):</b></p> <p>Through a planned programme of targeted and tracked interventions, we will achieve increased equity for Quintile 2 and 3 learners not achieving expected levels in literacy and/or numeracy.</p> <p><b>(Placing the human rights and needs of every child and young person at the centre of education)</b></p>	<p><input checked="" type="checkbox"/> School and ELC Improvement</p> <p><input type="checkbox"/> School and ELC Leadership</p> <p><input type="checkbox"/> Teacher and Practitioner Professionalism</p> <p><input type="checkbox"/> Parental Engagement</p> <p><input checked="" type="checkbox"/> Curriculum and Assessment</p> <p><input checked="" type="checkbox"/> Performance Information</p>	<ul style="list-style-type: none"> <li>• See <b>PEF Plan</b></li> <li>• See <b>Numeracy and Mathematics</b> – Mind map and Driver Diagram</li> <li>• See <b>Literacy and English</b> – Mind map and Driver Diagram</li> <li>• All learners will receive engaging activities which are well matched to their needs and will experience high quality support and interventions for their learning in literacy and numeracy, as required by the individual.</li> <li>• Ensure learners experience appropriate, high quality, rich tasks and learning activities based on accurate assessment evidence.</li> <li>• Opportunities for individuals to participate in targeted support interventions e.g. Numicon.</li> <li>• Track, edit, adapt, change and measure the impact of interventions for individual learners.</li> <li>• Allocation of resources to support targeted learners.</li> <li>• Ongoing opportunities for PSWs to engage in high quality career-long progression learning to support targeted interventions for named pupils.</li> <li>• Senior Leaders to hold a strategic overview of universal and targeted interventions. A consistent ‘adopt, adapt, abandon and accelerate’ approach used to consider which interventions are most effective in closing gaps in children’s learning.</li> </ul> <p>All West Lothian schools are committed to continuously developing their approach to ensure equity and tackle the poverty related attainment gap. Each school’s <b>PEF Summary</b> 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.</p> <p>Please follow this link <a href="https://sway.cloud.microsoft/caLuTcB3aS1ce6lt?ref=Link">https://sway.cloud.microsoft/caLuTcB3aS1ce6lt?ref=Link</a> to view our PEF Summary and find out more about our use of Pupil Equity Funding.’</p>	<p>Ongoing</p> <p>Timescales outlined within PEF plan</p>	<ul style="list-style-type: none"> <li>• Improve targeted Quintile 2 achievement of a level by 1% in <b>numeracy</b> from P2-7.</li> <li>• Improve targeted Quintile 2 achievement of a level by 1% in <b>combined literacy</b> from P2-7.</li> <li>• Regular evaluation and review recorded in PEF plan – ongoing throughout the school session</li> <li>• PEF OneNote updated regularly by all teaching staff</li> <li>• Further measures outlined within PEF Plan</li> </ul>
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## East Calder Primary School and Early Learning Class Improvement Plan – 2025/2026

<p><b>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</b></p> <p>To establish a structured, comprehensive and consistent approach for profiling pupils' learning, achievements and development of <b>Meta-Skills</b>, ensuring that progress is captured, evidence and showcased for future educational and career pathways.</p> <p><b>(Placing the human rights and needs of every child and young person at the centre of education)</b></p>	<p><input checked="" type="checkbox"/> School and ELC Improvement</p> <p><input checked="" type="checkbox"/> School and ELC Leadership</p> <p><input 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 type="checkbox"/> Performance Information</p>	<ul style="list-style-type: none"> <li>• See <b>Employability</b> – Mind map and Driver Diagram</li> <li>• Define the purpose and scope for pupil profiling, and engage all stakeholders in developing a shared understanding of the value and use of profiling for future education and career pathways.</li> <li>• Review our current profiling approaches – is it progressive, do we have regular opportunities for reflection and goal setting as well as recording skills/achievements.</li> <li>• Introduce use of standardised structure and format for P4-7 pupils, My World of Work. Ensure all positive points from our current profiling approaches are highlighted in the new structure.</li> <li>• Agree clear expectations – how are we recording high quality learner conversation, how do we recognise and evidence eta-skills in class and in wider context?</li> <li>• Schedule regular opportunities for learners to reflect on their learning and achievements within curricular and wider contexts.</li> <li>• Link profiling to curriculum planning reporting to ensure it's meaningful and not an 'add on'.</li> <li>• Create clear links between profiling and skills development for life, learning and work.</li> <li>• Support our pupils to develop their own profiles with opportunities to: set personal learning targets; reflect on progress and skills; select and explain evidence of achievements.</li> <li>• Provide structured opportunities to showcase profiles.</li> <li>• Development of a system to track and evaluate consistency and quality of profiles across stages.</li> </ul>	<p>October 2025</p> <p>Ongoing from October 2025</p> <p>Termly</p> <p>Weekly/ Monthly</p>	<ul style="list-style-type: none"> <li>• Monitor consistency and quality of pupil profiles – evidence of learning across the curriculum, meta-skills development and wider achievements.</li> <li>• Increased learner ownership and reflection</li> <li>• Pupil voice indicates a stronger sense of ownership, motivation and awareness of their progress and aspirations (increase from 88.84% in 225 ethos survey)</li> <li>• Staff report increased confidence in supporting learners with profiling, reflection etc.</li> <li>• Planning reflects intentional opportunities to develop and evidence meta-skills</li> <li>• QI – triangulation shows that profile content informs learning conversations, reporting and learner pathways.</li> </ul>
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