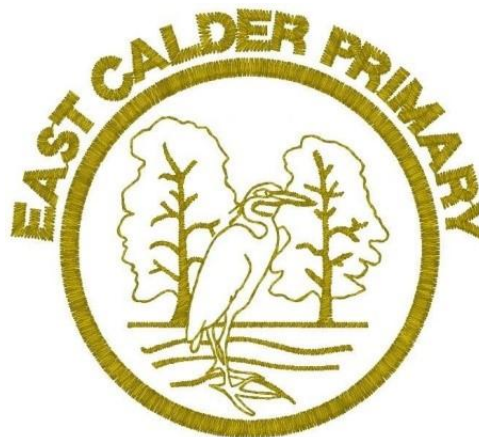


East Calder Primary School & ELC



IMPROVEMENT PLAN

2026-2027



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 and PEF Priorities from equity self-evaluation materials 2026

Local Authority Factors

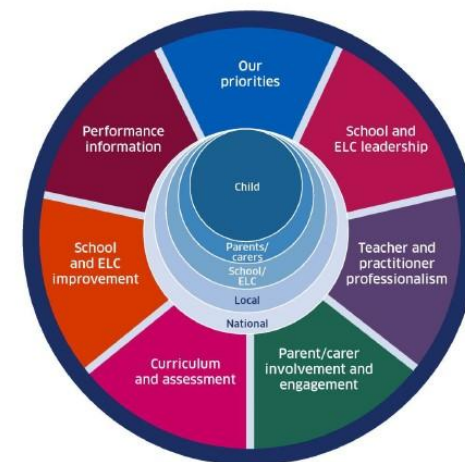
- Moving Forward in Your Learning Guidance – Meeting Learners Needs
- Raising Educational Attainment Strategy (23-28) - [WLC Raising Educational Attainment Strategy 2023-28.pdf](#)
- West Lothian Council Corporate Plan (23-28) - [WLC Corporate Plan 2023_05_30.pdf](#)
- Education Services Management Plan (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

East Calder Primary School and Early Learning Class Improvement Plan – 2026/2027

- 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](#)
- UNCRG; 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



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.

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.

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.

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 recognised and celebrated.

READY

RESPECT

SAFE

Learn and Achieve Everyday



East Calder Primary School and Early Learning Class Improvement Plan – 2026/2027



LEARN AND ACHIEVE
EVERYDAY

EAST CALDER PRIMARY SCHOOL CURRICULUM RATIONALE

COHERENCE throughout their primary education, with **smooth transition** onto high school.



Developed on
sound learning & teaching
practices, informed by **research**
& including well planned
learning experiences which are
active & engaging.



Based on developing **skills & competences** for learning, life & work & an ability to make informed choices about their health & wellbeing.



CHALLENGING, building on knowledge, understanding & skills to ensure **progress.**



REAL & RELEVANT
now and in the future.



OUR VISION, VALUES AND AIMS

To create a nurturing, inclusive and inspiring environment where every child is supported to play, learn and achieve together.



LEADERS OF LEARNING

- Confident individuals
- Effective contributors
- Responsible citizens
- Successful learners

STAFF – LEADING FOR IMPROVEMENT

- ✓ High quality learning & teaching
- ✓ Collaboration & teamwork
- ✓ Reflect, evaluate & improve
- ✓ Everyone, every day



A WARM ★ HAPPY ★ SAFE PLACE FOR EVERY CHILD TO GROW, LEARN AND ACHIEVE



East Calder Primary School and Early Learning Class Improvement Plan – 2026/2027

a) Background – The context for learners in our school

East Calder Primary School is a non-denominational primary school with an Early Learning Class (ELC), located at the heart of the East Calder community. Our inclusive vision and ethos are firmly embedded across the life of the school and are underpinned by our core values of **Learning**, **Equity**, **Attitude**, **Respect** and **Nurture**. These values shape our daily practice and guide decision-making at all levels.

Our learners are confident, respectful and caring individuals who demonstrate positive relationships and a strong sense of belonging. They are proud of their school and make a valuable contribution to the wider community. Staff work collaboratively to ensure that children feel safe, supported and challenged to achieve their full potential.

East Calder Primary School has been on a sustained improvement journey with a clear focus on developing high-quality pedagogy and consistent approaches to learning, teaching and assessment. This has resulted in improved outcomes and sustained attainment and achievement in literacy and numeracy. Our commitment to continuous improvement reflects our belief that all children deserve the highest quality educational experiences.

Our dedicated and reflective staff team engage positively with professional learning to ensure practice continues to evolve in line with learners' needs. This work was validated during a short model inspection carried out by Education Scotland in February 2024, where the school achieved two 'very good' evaluations, recognising strengths in practice and the positive impact on learners.

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

A wide range of attainment, wellbeing, engagement and equity data is used to inform the identification of universal and targeted school improvement priorities. This includes analysis of Curriculum for Excellence (CfE) attainment data, Early Years trackers, wellbeing self-reporting, engagement and attendance data, pupil equity information and feedback from annual ethos surveys and consultations.

Overall, attainment in literacy and numeracy remains very strong, with almost all learners achieving expected CfE levels and a smaller number exceeding expectations. Data is analysed at whole school, stage and individual level, with careful consideration of equity, including gender, inclusion and those facing barriers related to poverty.

Early Years tracking supports early identification of strengths and gaps, informing timely intervention and transition into P1. Learners' wellbeing is monitored through regular self-reporting against the wellbeing indicators, with most children reporting positive wellbeing, strong relationships and confidence in identifying a trusted adult. Engagement data, including attendance, participation and access to digital learning, is reviewed regularly to identify learners requiring additional support, while Pupil Equity data is used effectively to identify and respond to poverty-related gaps through targeted interventions. Across the 2025–2026 session, attainment has remained consistently high with only minor fluctuations across the year. Listening and Talking remains the strongest area, with gradual improvement by June, while Numeracy and Mathematics also remain secure and consistently strong. Reading shows a very slight downward trend over time,





East Calder Primary School and Early Learning Class Improvement Plan – 2026/2027

and Writing remains comparatively lower than other areas, though broadly stable, which in turn maintains overall Literacy at a steady level rather than showing significant improvement.

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

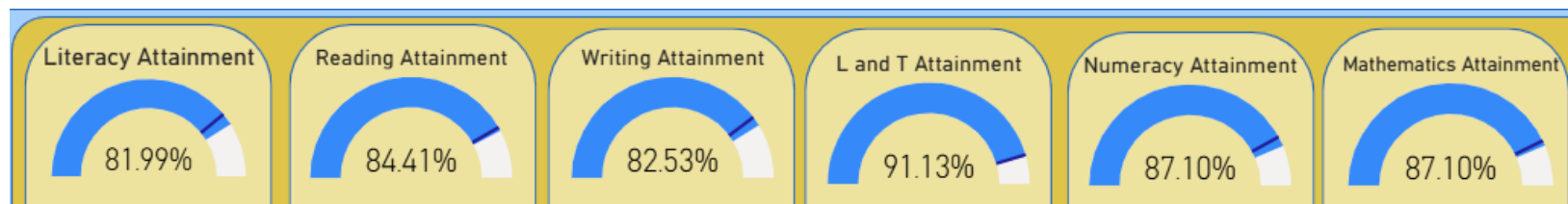
Analysis of attainment, wellbeing, engagement and equity data indicates that while overall attainment in literacy and numeracy remains very strong, writing is the lowest area of attainment across the school. Tracking and moderation evidence highlight variability in outcomes and learner confidence in writing, particularly in extended writing and in opportunities for purposeful, sustained authorship. As a result, the school's key universal improvement priority is to develop high-quality writing pedagogy across all stages, with a strong focus on increasing attainment, consistency of expectations and learner engagement. This work will be taken forward through the introduction of the Story Kitchen approach and associated methodologies, which provide a coherent, creative and inclusive framework for teaching writing. The approach aligns well with Curriculum for Excellence and supports learners to develop imagination, vocabulary, structure and authorial voice.

Central to this priority is a deliberate focus on re-establishing joy, motivation and authentic purpose in writing. Learners will be given regular opportunities to write for real audiences and meaningful outcomes, including producing and sharing their own books and texts across a range of genres. This will support increased learner ownership, confidence and stamina in writing, while promoting equity by engaging all learners, including those who may previously have been reluctant or less confident writers.

This universal priority is further informed by the Education Scotland technical framework, ensuring clarity and shared understanding of progression, standards and high-quality practice in writing. In addition, authority-level professional learning and development will be undertaken through a writing lens, enabling consistent approaches and strengthening practitioner confidence, assessment and moderation across the school.

Improvement in writing will be monitored through robust tracking, moderation and learner voice, with a clear focus on impact over time. This universal priority is designed to strengthen outcomes for all learners, while also supporting targeted interventions where gaps are identified.

ECPS Attainment – 2025-2026





East Calder Primary School and Early Learning Class Improvement Plan – 2026/2027

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
Meeting the needs of all children and young people through inclusive and impactful pedagogy, with a particular focus on HWB (attendance, behaviour, curriculum) To strengthen continuity of support across the cluster through the implementation of a shared transition passport and consistent approaches to meeting learners' needs. <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	- See Cluster Improvement Plan and Meeting Learners Needs Overview and Mindmap - Develop and agree a shared cluster transition passport to support effective information sharing and continuity of support at key transition stages. - Establish clear cluster guidance and expectations for the use of the transition passport, ensuring consistency across all establishments. - Pilot and implement the transition passport across the cluster, gathering feedback from learners, families and staff to inform refinement. - Strengthen learner and family involvement in transition planning using the passport, ensuring strengths, needs, supports and aspirations are captured. - Use the transition passport to improve continuity of support, particularly for learners who may experience barriers to learning or require additional support. ☒ Monitor and evaluate the impact of the transition passport through learner, family and staff feedback and review of transition experiences across the cluster. <i>Through the implementation of a shared transition passport, learners experience increased continuity of support, stronger learner voice and more effective transitions across the cluster.</i>	Shared development and agreement (Aug – Oct) Implementation and professional learning (Oct – Dec) Learner & Family Voice (Jan – March) Evaluation & Refinement (Apr- June)	Quality of Inclusive Classroom Practice Shared passport developed, implemented and used consistently across cluster schools. Transition planning and information sharing evidence. Learner Outcomes Learner and family feedback on transition experiences. Improved confidence, preparedness and continuity of support. Staff Capacity & Impact Staff feedback on consistency and usefulness of the passport. Cluster evaluation demonstrates improved transition processes and information sharing.





East Calder Primary School and Early Learning Class Improvement Plan – 2026/2027

Raising attainment for all children and young people through inclusive and impactful pedagogy, with a particular focus on Literacy and Numeracy: To develop a consistent whole-school approach to writing, strengthening the teaching of spelling, grammar and feedback to improve learner attainment, confidence and outcomes in writing. <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	• See Literacy and English - Writing Overview and Mindmap • Develop a shared understanding of effective writing pedagogy, with a focus on the explicit teaching of spelling, grammar and writing skills across all stages. • Agree and implement clear whole-school expectations for the teaching of spelling, grammar, feedback and editing to ensure consistency and progression in learning. • Review and refine approaches to writing planning, ensuring learners experience regular opportunities to apply spelling, grammar and language skills in meaningful writing contexts. • Embed effective feedback and self-assessment strategies, enabling learners to identify strengths, act on feedback and improve the quality of their writing. • Provide regular opportunities for learners to edit, redraft and improve their writing, developing ownership, independence and confidence as writers. • Use collaborative planning, moderation and professional dialogue to strengthen professional judgement and ensure consistent expectations in writing across the school. • Use learner voice to evaluate confidence, engagement and understanding of how feedback supports improvement in writing. • Monitor and evaluate the quality of learning, teaching and assessment in writing through learning visits, review of planning, moderation and scrutiny of learner work.	Outlined in SIP priority 2 overview Shared Understanding & Professional Learning (Aug – Oct) Classroom Practice (Oct – Dec) Feedback, Editing and Learner Ownership (Jan – March) Evaluation & Impact	Quality of Writing Practice Learning visits, moderation, planning reviews and professional dialogue. Learner Outcomes Writing attainment, learner work and learner voice. Staff Capacity & Impact Staff self-evaluation, professional learning and leadership review.
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East Calder Primary School and Early Learning Class Improvement Plan – 2026/2027

		• Use attainment data, professional judgement and moderation evidence to evaluate progress and identify next steps for improvement in writing. <i>Our focus on consistent, high-quality writing pedagogy, effective teaching of spelling and grammar, and meaningful use of feedback is improving learners' confidence, attainment and outcomes in writing.</i>	(Apr- June)	
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East Calder Primary School and Early Learning Class Improvement Plan – 2026/2027

Tackling the attainment gap between the most and least advantaged children (targeted): To improve equity in literacy by increasing attainment in writing for SIMD Quintile 2 and 3 learners, resulting in improved overall literacy outcomes. <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	- Strengthen high-quality universal writing pedagogy through consistent approaches to teaching, feedback and assessment. Provide targeted support for SIMD Q2 and 3 learners whose writing attainment is below expected levels. - Use PEF resources strategically to reduce poverty-related barriers to writing attainment and literacy achievement. - Monitor, evaluate and adapt support using attainment, moderation and intervention evidence. 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>Please follow this link to view our PEF Summary/COSD Statement and find out more about our use of Pupil Equity Funding:</i> https://sway.cloud.microsoft/sZoXAQ3zWKwCzE15?ref=Link	Shared Understanding and Professional Learning (Aug – Oct) Classroom practice & targeted support (Oct – Dec) Learner engagement and review of impact (Jan – Mar) Evaluation and next steps (Apr – Jun)	Quality of Practice - Learning visits, intervention reviews and planning scrutiny. Learner Outcomes - SIMD Q2/Q3 writing attainment and literacy outcomes. - Poverty-related attainment gap measures. Staff Capacity & Impact - Staff confidence, intervention evaluation and leadership review of equity data.
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East Calder Primary School and Early Learning Class Improvement Plan – 2026/2027

Meeting the needs of all children and young people through inclusive & impactful pedagogy, with a particular focus on curriculum making WLC - 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 ECPS - To strengthen staff understanding and confidence in curriculum making by engaging with Curriculum Improvement Cycle technical frameworks through a focused review and refinement of our writing curriculum. <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	Phase 1 - Engage staff in professional learning using Curriculum Improvement Cycle technical frameworks through a review of the writing curriculum. - Develop a shared understanding of progression, coherence, inclusion and impact within curriculum design. - Establish baseline staff confidence in curriculum making. Phase 2 - Use technical frameworks to review and refine progression, pedagogy and assessment within the writing curriculum. - Use learner voice, attainment and engagement evidence to inform curriculum development. - Build staff and leadership confidence through collaborative curriculum review and professional dialogue. <i>We are building staff confidence in curriculum making by applying the Curriculum Improvement Cycle frameworks to a meaningful and high-impact curricular area: writing.</i>	Shared understanding and professional learning (Aug – Oct) Curriculum review and pedagogical alignment (Oct – Dec) Applying curriculum frameworks in practice (Jan – March) Evaluations and sustaining curriculum making (Apr – Jun)	Quality of Practice - Curriculum reviews, planning evidence and professional dialogue. Learner Outcomes - Learner voice and progression evidence. Staff Capacity & Impact - Staff confidence in curriculum making and leadership evaluation.
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