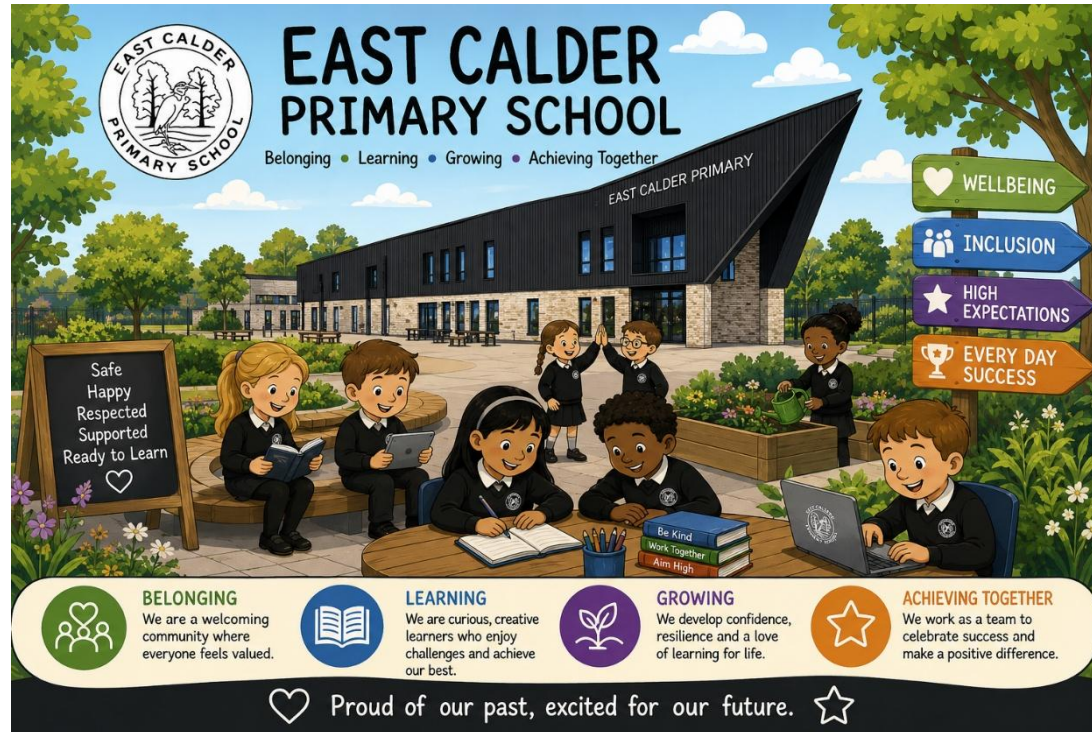


East Calder Primary School Standards and Quality Report for Session 2025 – 2026



School Self-Evaluation

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

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

School Context:

East Calder Primary School serves a growing and increasingly diverse community in West Lothian, providing a warm, inclusive and forward-looking learning environment for children and families. The school moved into a newly completed building in 2024, designed to support collaboration, curiosity and a strong sense of belonging.

Our school community currently includes 482 children across Primary 1 to Primary 7 and Early Learning and Childcare, supported by a dedicated team of staff committed to meeting the needs of all learners. We are proud to serve families from a diverse range of backgrounds and to support an increasing number of children with a variety of strengths and needs. Through our nurturing approach, we work closely with children and families to create a safe, inclusive and supportive environment where every child feels valued, develops confidence, and is encouraged to achieve their full potential.

The school places a strong emphasis on nurturing positive relationships and inclusive practice, ensuring that all children feel safe, valued and supported to succeed. Strong partnerships with families and the wider community are central to this approach. We recognise the importance of parents and carers as partners in learning and continue to provide opportunities for families to engage with and better understand their child's learning through learning showcases, regular updates on progress, family learning opportunities and ongoing communication. We also work closely with our Parent Council and wider community partners to support positive outcomes for all learners.

The design of the school building plays a key role in supporting learning. Flexible classroom layouts, shared breakout areas and outdoor learning spaces are used to promote independence, collaboration and engagement. Staff continue to develop a shared understanding of how these environments function as a “third teacher”, supporting improvements in literacy, numeracy and play-based pedagogy across the school.

As a growing school community, key priorities include maintaining consistency in learning, teaching and assessment across stages, continuing to raise attainment in literacy and numeracy, and ensuring equity for all learners through targeted support and high-quality universal provision. These priorities reflect both the opportunities and challenges of a rapidly developing school and underpin ongoing improvement work across the session.

What has your child's school been doing to improve this year?

This year, we have made good progress in improving the quality, consistency and impact of learning and teaching, with a strong focus on literacy, numeracy and the use of evidence to support learner progress.

Improving Literacy and English - Staff have strengthened consistency in planning and progression through increased use of West Lothian's updated progression pathways. At Early Level, participation in the *Coaching in Context* programme has led to improved phonological awareness and early reading readiness. At First Level, a stronger focus on reading strategies has supported pupils to develop greater fluency, comprehension and independence. These improvements are contributing to more consistent learner experiences and improved attainment outcomes across stages.

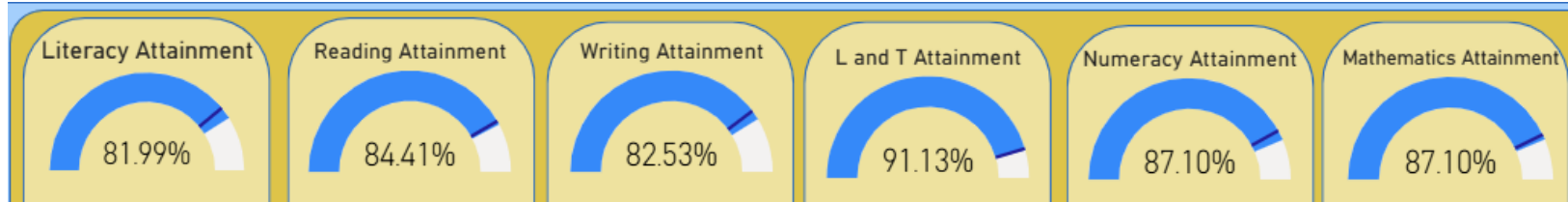
Developing Numeracy and Mathematics - The school has further embedded a concept-based approach to numeracy and mathematics, supported by the use of concrete–pictorial–abstract (CPA) approaches and the introduction of *Building Thinking Classrooms* (BTC) routines. These approaches are supporting pupils to develop deeper conceptual understanding, improved confidence, and the ability to explain and justify their thinking. Increasing consistency in pedagogy across stages is contributing to improved progression in numeracy.

Strengthening the Use of Assessment and Data - A key improvement this session has been the development of more robust, data-informed practice. Staff now use a broader range of assessment evidence, including formative assessment, professional dialogue and observations of learning, to identify pupils who are on track or requiring additional support. This has enabled more targeted and timely interventions, contributing to improved progress for identified learners and greater clarity in tracking attainment over time.

Improving Learning Environments and Pedagogy - Staff have engaged in practitioner enquiry to maximise the impact of the new school environment, exploring how flexible layouts, breakout spaces and learning resources support engagement, independence and collaboration. This work has strengthened the use of the environment as a ‘third teacher’, supporting improvements in numeracy (through BTC thinking spaces), literacy (through purposeful reading and writing areas), and play-based learning approaches. As a result, learners show increased engagement, independence and readiness to learn.

Strengthening Collaboration and Continuity - Collaboration with cluster colleagues has supported greater consistency and continuity in learning, particularly in numeracy and transition from P7 to S1. Professional learning, moderation and shared approaches are contributing to more aligned expectations and improved outcomes for learners across the cluster.

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



- We know that our improvement work is making a measurable difference through careful tracking of attainment, progress and wellbeing over time.
- Strong attainment and progress across literacy and numeracy, alongside very positive outcomes for learners requiring additional support, demonstrate that high-quality teaching and targeted interventions are improving learning. Staff use a wide range of assessment evidence, including professional judgement, formative assessment and moderation activities, to track progress and ensure consistency in standards across the school.
- Highly positive wellbeing outcomes are evidenced through consistently strong attendance, which remains above the West Lothian average at 94.69%, and a zero-exclusion rate. Pupil voice and Ethos survey feedback indicate that children feel safe, included and supported, providing strong foundations for learning and engagement.
- Improved consistency in learning and teaching is evident through professional dialogue, learning observations and moderation activities. These show clearer learning intentions, more effective feedback and increasing learner confidence in understanding their next steps.
- Strong partnerships with families continue to enhance learning and wellbeing. High levels of parental engagement, including participation in family learning events, support for school initiatives and contributions through the Parent Council, have strengthened shared approaches to learning and inclusion. This has supported improved equity of access to wider experiences for all learners.
- Targeted use of Pupil Equity Funding (PEF) has enabled focused interventions for identified learners. This has contributed to improved attendance, increased engagement and stronger attainment outcomes, particularly for those at risk of underachievement.
- Taken together, this evidence demonstrates that the school's focus on high-quality teaching, inclusive practice, and targeted support is leading to improved outcomes for learners across attainment, wellbeing and engagement.

Achievements we're proud of this year: This year, we are proud of a wide range of achievements that have enriched learning, wellbeing and wider opportunities for our pupils. These reflect high levels of engagement, strong partnerships and our commitment to inclusion and equity.

We have strengthened family learning and pupil leadership opportunities, including the continued development of Hubs and the *Count Me In!* event. These have supported learners to build confidence, develop metaskills and engage meaningfully with their learning alongside their families.

Pupils have contributed positively to the wider community, including participation in the local Listening Hub in partnership with KNEC and involvement in community clean-up activities. These experiences have supported the development of responsible citizenship, pupil voice and a strong sense of belonging.

There have also been notable successes in sporting and wider achievement. Pupils have represented the school very successfully in cluster events, with both P6 and P7 football teams winning the Livingston South competition each term. Children have also participated in the Scottish Maths Challenge, demonstrating enthusiasm and confidence in numeracy. In addition, many pupils have achieved success beyond school in areas such as dance, tennis, football and martial arts, gaining medals and awards. These achievements reflect the school's commitment to recognising and celebrating success in all its forms. Overall, these achievements demonstrate a strong school culture where children are encouraged to participate, achieve and contribute, ensuring that all learners feel valued and supported to succeed.

What has been the impact of our improvements?

Improvements this session have led to greater consistency and quality in learning, teaching and assessment across the school. More coherent planning approaches, supported by updated progression pathways and clearer learning intentions, are resulting in improved learner understanding, more effective feedback and increased confidence in identifying next steps. Learners are experiencing stronger wellbeing and increased resilience, supported by nurturing approaches, the development of safe and supportive spaces, and the consistent use of social and emotional learning programmes such as *Zones of Regulation* and *Treehouse*. This is contributing to a positive learning environment where children feel safe, included and ready to learn. There is clear evidence of raised attainment and improved progression in literacy and numeracy. Targeted interventions, improved use of assessment evidence and strengthened moderation are leading to more consistent achievement of expected levels and improved outcomes for identified learners.

Learners demonstrate increased engagement and deeper thinking, particularly in numeracy through the continued development of *Building Thinking Classrooms*. Pupils are more confident in explaining their reasoning, working collaboratively and applying their learning in new contexts. The development of more inclusive and effective learning environments has resulted in increased independence, improved focus and greater readiness to learn. Classroom and whole-school audits have supported more purposeful use of space, ensuring that environments enhance learning across literacy, numeracy and play-based pedagogy.

Improved equity of attainment and participation is evident through targeted PEF interventions and stronger tracking processes. Learners in identified groups, including those in SIMD Quintiles 2 and 3, are benefiting from timely, needs-led support, resulting in improved engagement, attendance and attainment.

Stronger partnerships with families have enhanced communication and engagement in learning. The introduction of Learning, Teaching and Assessment SWAYs, alongside learning showcases, has provided parents with clearer insight into their child's progress and increased opportunities to celebrate achievement.

There has been a continued strengthening of a positive school culture of achievement, where success is recognised across a wide range of contexts. Pupils demonstrate increased confidence in sharing their learning and achievements, supported by regular opportunities to present to families and participate in wider school events.

Staff professional learning and collaboration have led to greater confidence and consistency in pedagogy across the school, supporting more aligned approaches to learning and teaching. This is contributing to increasingly consistent experiences for learners across all stages.

Overall, these improvements demonstrate a consistent and positive impact on learners' attainment, wellbeing, engagement and confidence, supporting continued progress across the school.

What our pupils say:

"My best part of Primary 1C was when we went on trips. We went to Sea World (Deep Sea World) and I saw a puffer fish and a shark and we got to go on a bus. Another time we went on the bus was to go to the panto. It was fun cause all the boys and girls were there. And the grownups too."

P1C pupil – T3

"I am proud to be an East Calder pupil. We have a good reputation in the community, and we all try to live our values all the time. I like being part of the community, during community hubs I got to meet some of the elderly residents and one of the men kept beating me at chess, I will keep practicing so I can beat him next time!"

P6 pupil – T4

"My highlight of this year was our meta-skills hubs. I thought nothing would top last year's hubs when I met Mrs Lewis' pony, but then we got to play traitors and design our own fashion, and some people got to learn circus skills!"

P5 pupil following T3 hubs

What our families say:

Fraction Feedback



Something I enjoyed today....

Great fun! Great to see the children having fun and learning too!	It was great to be a part of learning. Thanks for having us.	Lovely afternoon spent in the school.
Loved seeing the children in their learning environments.	Great afternoon, it was lovely seeing how the children learn.	Great to see the kids working so hard and being so confident.
	It was awesome to have the opportunity to be in the classroom. Thanks so much for having us!	Should arrange more of these across the school year, we have had a great time!!
	A great opportunity to learn with our children.	

Parent feedback from Count Me In!
Family Learning Event – 04/12/2025

What can your child look forward to next session?

Next session, we will continue to build on this year's improvements, with a strong focus on ensuring high-quality learning, teaching and support for every child.

1. A refreshed approach to Literacy and Writing (P1–P7)

We will introduce a clear, progressive approach to writing across the school. This will support your child to:

- develop confidence as a writer
 - build skills step by step across each stage
 - experience engaging and meaningful writing contexts
- There will also be targeted support to ensure all children make strong progress in writing.

2. High-quality, inclusive learning in every classroom

We will continue to strengthen learning and teaching so that all children:

- are appropriately supported and challenged
- understand their learning and next steps
- experience consistent, high-quality teaching across the school

This includes a strong focus on meeting individual needs and supporting wellbeing.

3. A more coherent and connected curriculum

We will further develop our curriculum to ensure that learning:

- connects across different areas
- builds skills for life, learning and work
- supports deeper understanding over time

This will help your child see the purpose of their learning and apply it in meaningful ways.

4. Continued focus on play, independence and learner engagement

We will build on our play-based and enquiry approaches across all stages. This means your child will:

- learn through exploration, creativity and collaboration
- develop confidence, independence and resilience
- take an active role in their learning

How do we know we have made a difference? What does this mean for your child?

We know we are making a positive and measurable difference because evidence from learning, teaching and wellbeing shows sustained improvement over time.

Your child is increasingly developing confidence, independence and resilience in their learning. Through approaches such as *Building Thinking Classrooms* and enquiry-based learning, children are becoming more confident in tackling challenge, explaining their thinking and working collaboratively with others.

Learning across the school is becoming more consistent, inclusive and high-quality.

Teachers use assessment information more effectively to plan next steps and provide appropriate support and challenge. This means your child is more likely to experience learning that meets their individual needs and helps them make strong progress.

There is clear evidence of improving attainment and progress, particularly in literacy and numeracy. Targeted support ensures that children who need additional help receive it promptly, while all learners are supported to achieve their best. A continued focus on writing will further strengthen outcomes for all children.

Your child benefits from a nurturing and inclusive environment, where wellbeing is prioritised and positive relationships are at the heart of school life. As a result, children feel safe, supported and ready to learn.

We are continuing to develop a more connected and meaningful curriculum, helping children to apply their learning across different contexts and build important skills for life, learning and work.

Overall, this means your child is learning in an environment where they are supported to succeed academically, develop as confident individuals, and be fully included in all aspects of school life.