

1. Mid Calder Primary School and Early Learning and Childcare Setting



PROGRESS REPORT FOR SESSION 2024/25

(Standards & Quality Report)

Mid Calder Primary School

Mid Calder

EH53 0RR



ABOUT OUR SCHOOL

Mid Calder Primary School is a non-denominational primary school and early learning class (ELC) situated centrally in the village of Mid Calder. Currently our Free School Meal entitlement is less than 7%. Our school values with the acronym SOAR: Successful, Optimistic, Adventurous and Respectful, underpin everything we do. Our children are confident, respectful and caring young people and are a credit to our school community. We value strong partnership working with our cluster schools within the West Calder High School cluster, our community and external agencies to ensure we fully meet the needs of all of our learners. In session 2024-2025, the school had a role of 189 pupils with 9 classes consisting of 2 composite classes; P3/4 and a P5/6. The senior management team consist of 1 Principal Teacher, and an acting Head Teacher. The school benefits from a learning support specialist. This session we have also had the benefit of a teacher focusing on developing our approaches to P.E. Tuition in Brass is provided for children from P5 to P7 by the Instrumental Music Service.

Our Nursery is housed in a newer building within the school campus. The Nursery Class is staffed by an Early Years Officer, 2 full time Early Years Practitioners, 4 part-time Early Years Practitioners and 4 Pupil Support Workers. It is built to accommodate 40 children in the morning and up to 40 children in the afternoon; this ratio includes 16 full-day spaces. Children are allocated either a morning, an afternoon or 2 full day/one short session placements. There is now provision for five 2 year old places.

We have a fully supportive Parent Council and Fundraising Group, who are very active in school, especially in the areas of fundraising, communication and liaison.

The school has an excellent relationship with the Cluster Schools and the local Kirk of Calder.

Our school Vision & Values:

The Latin on our school badge ‘Spero Meliora’... *to hope for better things* creates a very positive vision within our school; all members of our learning community support and lead each other and themselves to be Successful, Optimistic and Adventurous with their learning while being Respectful to themselves, their environment and their Community.

‘Together we SOAR’

Successful – Optimistic – Adventurous – Respectful

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 2025/26.

We have also shown which NIF driver for improvement we used – you can find out more about the National Improvement Framework and drivers at:

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?
Improvement in all children and young people's wellbeing: 1. By prioritising the well-being of all pupils, foster an environment where every child feels valued, included, supported, and capable of achieving their full potential. Measures of success: Almost all (90%) learners will self-report positively using the wellbeing indicators. All pupils will have increased opportunities for learner participation and have a clearer, shared understanding of the wellbeing indicators mean and strategies to support them. This will be achieved by - ▪ Tracking of wellbeing indicators as a baseline tool ▪ Feedback from learners, parents and staff ▪ Audit of current HWB practices and resources, with shared understanding and guidance ▪ Review impact of Emotion works by gaining learner and staff feedback ▪ HGIOURS self-evaluation Themes 1 and 4 ▪ Learner participation audit toolkit Almost all (90%) learners will self-report positively using the wellbeing indicators, with a clearer understanding of self-esteem, resilience, discrimination, equality, equity and anti-bullying supports available. This will be achieved by – ▪ Audit current curriculum offer ▪ Self-evaluation HGIOURS Themes 1 and 4 ▪ CLPL Building Equitable School ▪ Learning conversations ▪ Learner evaluations ▪ Family learning evaluations Almost all learners will demonstrate improved emotional literacy, including the ability to identify, understand, and manage their	The school has made clear progress this session in creating a learning environment where pupil wellbeing is a priority and embedded in the ethos of the school. Staff have continued to enhance classroom pedagogical approaches to promote equity and inclusive learning. This was evidenced through practitioner enquiry projects and pupil voice feedback, which highlighted that learners increasingly feel confident, and supported in their learning. Almost all learners now demonstrate a secure understanding of the SHANARRI wellbeing indicators and are increasingly able to self-report and reflect on their wellbeing. Regular class-based dialogue and structured check-ins have helped pupils feel confident that their identified “one trusted adult” will listen to and act on any concerns raised. Across all classes, daily wellbeing check-ins are now a well-established routine. This simple but powerful practice provides every child with the opportunity to share how they are feeling, enabling staff to respond promptly and sensitively. Teachers also conduct informal check-ins throughout the day, ensuring that every learner feels seen, heard, and supported. These approaches reflect a strong commitment to the GIRFEC principles and were further supported through the effective use of wellbeing indicator tracking as a baseline tool. Feedback from learners, parents, and staff confirmed a growing shared understanding of wellbeing and a consistently positive ethos across the school. Pupil voice and leadership have continued to be significant strengths this session. Every child had the opportunity to participate in a committee group of their choosing, with regular sessions held throughout the year. These groups enabled pupils to influence school improvement meaningfully. For example, the Pupil Parliament successfully secured new outdoor storage and loose parts resources for play, demonstrating the school's strong commitment to children's rights and the principles of the UNCRC. Our Rights Committee and HWB Champions—including our mini champs—worked collaboratively to raise the profile of wellbeing across the school. These groups engaged in wider HWB networks and helped lead pupil-focused activities and assemblies. Combined with ongoing leadership opportunities through House Meetings and peer-led initiatives, these experiences empowered pupils to take ownership of their wellbeing and support their peers. Significant progress was also made in increasing pupil awareness of key wellbeing concepts such as equity, discrimination, resilience, and self-esteem. The school engaged fully in the local authority's Leading Equity Schools programme, with all staff participating in professional learning. Two staff leads guided this work in school, helping to build capacity and promote a shared understanding of equity and

emotions based on Emotion Work cogs and or Zones of Regulation. Learners will show increased self-regulation skills, enabling them to engage more effectively in learning and social interactions. Teachers and staff will have a deeper understanding and ability to support learners' emotional well-being and self-regulation needs. Learners can identify the tools and strategies to help them regulate in a safe and supported environment. NIF Driver(s): ☑School and ELC Improvement. ☑School and ELC Leadership ☑Teacher and Practitioner Professionalism ☑Parental Engagement ☑Curriculum and Assessment ☑Performance Information	inclusion across the staff team. Learning conversations with pupils confirmed their developing awareness of equity-related issues and understanding of how to access support when needed. This work was supported by curriculum audits and self-evaluation activities aligned with <i>HGOURS</i> Themes 1 and 4. Additional feedback was gathered through the WL Ethos parental questionnaire, helping the school to better understand how wellbeing is supported both at home and at school. These developments have helped shape a new Equity School Statement tailored to the unique context of our school community. The majority of staff continued to use the <i>Emotion Works</i> programme to support classroom dialogue around emotional wellbeing. Although full implementation and training were not achieved due to competing priorities, staff informally embedded its principles to support emotional literacy and self-regulation. Additionally, some targeted use of the <i>Zones of Regulation</i> continued to provide effective support for individual learners. Further structured implementation and staff development in these areas remain a priority for the coming session. A key development this year was the development of peer mediators. Trained through a committee group led by a member of staff, these pupils are now equipped to support positive relationships and restorative approaches in the playground—enhancing our inclusive, nurturing environment and promoting pupil-led wellbeing support. Taken together, these developments reflect meaningful and sustained progress in embedding wellbeing, equity, and inclusion as core elements of our school culture. Staff and pupils alike have demonstrated a strong commitment to building positive relationships, promoting pupil voice, and ensuring that every learner feels valued, included, and supported. While a small number of planned actions—such as parental engagement workshops and full roll-out of <i>Emotion Works</i> and <i>Zones of Regulation</i>—were not fully progressed, the strong foundations established this session provide a clear and promising platform for further development.
ELC Improvement in all children and young people's wellbeing: Learners will experience well planned and timely interventions to support their emotional wellbeing. All children will be reported as green on tracker system for HWB • Visible promotion of HWB supports around environments. • Increased dialogue of HWB strategies through observations • Reviewed and updated Personal Plans tracked through auditing process – QA calendar • Almost all children can identify some Rights and share understanding of what they mean to them (tracked through pupil voice)	Over the reporting period, we have continued to make good progress in promoting inclusive practice, strengthening collaboration, and enhancing communication pathways to support our learners and their families effectively. Key Developments • Sustained liaison with a range of professionals (SALT, CAMHS, Educational Psychologist, Health Visitor) has enabled a more coordinated response to supporting children's needs. • A streamlined and accessible filing system has been introduced on WLCFM, providing all staff with efficient access to key documents and supporting information. • A new Health and Wellbeing check-in was launched, enabling meaningful conversations between children, their parents/carers, and nursery staff. This approach fosters emotional literacy and regulation, with learners empowered to express and reflect on their emotions throughout the day.

Families report greater understanding of emotional supports for children (Forms)	Almost all learner use the HWB check-in most days. The strategy was communicated to families via SeeSaw, supported by a dedicated display and story resources. - Regular communication regarding the needs of ASN pupils has been maintained through Friday Meetings and improved document sharing on WLCFM. This has enhanced staff accessibility and strengthened inclusive practice. - Staff training led by Education Support Services has helped ensure consistency in the application of strategies across the team. - Inclusion in whole-school events such as Health Week has increased. Nursery pupils took part in Judo taster sessions and Sports Day, receiving positive feedback from staff and families. - Weekly SLT–Nursery meetings have fostered greater cohesion and communication, particularly important following changes to the ELC SLT in January. - After consultation, parent sessions were developed and set up (Nursery Natter), parents fed back that they wanted a mix of updates, specific themes/input and time for building relationships with other families. Families fed back that they wanted this session approximately every six weeks. - Two successful ‘Nursery Natter’ sessions were held, including one focused on the ‘Box Clever’ approach. These informal drop-ins encouraged parental engagement and dialogue. - Regular, ongoing communication with families—both formal and informal—has supported positive relationships and meaningful collaboration. Personal plans are routinely updated to reflect strategies and significant developments. - The promotion of UNCRC articles through displays and conversations continued throughout the year. - Transition planning for P1 was effective, including the introduction of a consolidated information sheet with live document links and a newly added school lunch event. Parents participated in Sports Days and Moving On ceremonies, reinforcing their involvement within the wider school community. Impact - Staff report increased confidence in supporting children with additional needs, underpinned by consistent training and professional dialogue aligned with <i>Getting it Right for Every Child</i> principles. - Closer links between school and nursery—especially through shared events—have had a positive impact on team cohesion and learner experience.
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	• Parents have expressed appreciation for timely, clear communication (via SeeSaw) and welcomed opportunities to engage with their child's learning and transitions. • Nursery's recent VSE stated many strengths including - Children's rights are promoted, leading to children feeling safe, secure and valued • Practitioners are using personal plans well to identify individual children's need and are beginning to identify specific support strategies to help address these • Staff are building relationships with partner agencies to support learners with Additional Support Needs. Personalised strategies are identified in Support Plans. • Observations of nursery learning environment show increased evidence of quiet spaces and resources to support self-regulation, emotions and wellbeing. • Children make use of the quiet spaces and wellbeing resources throughout the day. • On average 76% of N5 learners are achieving 'green' across all 10 HWB tracker statements. Nursery's recent Care Inspectorate reported many strengths including - A key strength of the setting was the proactive and positive relationships developed with other professionals to ensure each child's needs were supported. Staff worked in collaboration with other professionals to identify strategies of support tailored to children's individual needs. They effectively used these strategies which meant children experienced care and support which was right for them.
2. To close the attainment gap between the most and least disadvantaged children To develop our whole school's understanding of equity and implement practices that support the achievement and well-being of all pupils, particularly those from disadvantaged backgrounds. NIF Driver(s): ☐ School and ELC Improvement.	This year, as mentioned above, we have been working closely with the West Lothian Leading Equity Schools Team, who have supported us through a series of professional learning sessions. These sessions have helped staff to build a deeper understanding of equity and how it can be embedded across all areas of school life – including ethos and environment, collaboration, learning, teaching and assessment, an inclusive curriculum, and the use of data and evidence. Our main focus has been on Ethos – exploring what a truly inclusive and supportive school climate feels like for our learners. This includes ensuring that every child feels welcome and respected, and that their individual circumstances are understood and supported. A key part of this work has been our continued commitment to reducing the Cost of the School Day. We know that financial barriers can affect a child's ability to fully participate in school life, and we are working hard to remove these barriers wherever possible. This includes reviewing the cost of school events, trips, and uniforms and ensuring all children can take part in every opportunity, regardless of their background. This is an ongoing journey, and we are proud of the progress we've made so far. We will continue to reflect, listen, and adapt to ensure every child has the support they need to learn, achieve, and SOAR!

☑School and ELC Leadership ☑Teacher and Practitioner Professionalism ☑Parental Engagement ☑Curriculum and Assessment ☑Performance Information	
ELC Closing the attainment gap between the most and least advantaged children: Children’s progress will be tracked ensuring accuracy and consistency of understanding of expected levels of attainment. • Almost all staff will report increased confidence in using assessment and moderation as integral part of planning process. • Observation tracking and monitoring evidence to show progress (Seesaw) • Staff will report continued confidence in using our MCELC planning toolkit. • Staff will report increased understanding of tracker statement exemplification (qualitative data gathered from Forms.)	We have made good progress this year. Key Developments • Targeted Professional Learning to Support Equity: All practitioners participated in training delivered by WL Education Support Services, designed to enhance staff capability in supporting children with additional needs. Furthermore, the Principal Teacher and Early Years Officer engaged in training and consultation with a clinical psychologist from CAMHS-ID, strengthening the team’s understanding of neurodiversity and mental health needs, which in turn helped to support our least advantaged learners. • Effective Use of Support Planning Tools: Almost all staff confidently implement Individual Support Plans and Risk Assessments as part of personalised support approaches for out least advantaged learners. These tools underpin a shared understanding of learner needs and inform strategies that promote equity and inclusion. • Enhanced Communication Strategies: Most staff have begun embedding Signalong into everyday routines, improving accessibility and communication for children requiring alternative or augmentative communication approaches. • Use of Behavioural Analysis Tools: Staff are increasingly using ABC (Antecedent–Behaviour–Consequence) recording tools following incidents involving dysregulation. These are being used to analyse patterns and inform responsive, targeted support plans. • Developing Data-Informed Practice: A small number of staff are beginning to use high-quality observations and data to inform personalised next steps in learning. While observation posts on SeeSaw now more frequently include next steps, further emphasis is required on tracking achievement and celebrating success in a visible, meaningful way. • Strategic Considerations and Carry-Forward Actions: Progress was impacted by a range of operational challenges, including staff deployment to support children with complex needs, a period of absence from the ELC Area Support Manager, and a leadership transition in January. Several actions under this priority will be embedded within the next Early Learning and Childcare School Improvement Plan. Impact

	• Responsive and Child-Led Planning: Practitioners demonstrated growing responsiveness to children's interests, with experiences adapted in real time to reflect children's ideas and curiosities. Learner voice was meaningfully captured through floorbooks, with children's comments and illustrations contributing directly to the documentation and planning cycle. • Staff evaluate play and learning experiences, helping to identify areas of progress and shape future planning. While this reflective approach is beginning to support more personalised learning, there is still scope to deepen consistency and ensure evaluations lead to clearly documented next steps for all children.
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Raising attainment for all, particularly in literacy and numeracy(universal): 3. A focus on improvement of High Quality Learning Teaching and Assessment across the school. Measures of success: ▪ Collect and analyse learners' work samples to evaluate the extent to which learning intentions and success criteria are being met. Look for evidence of learner understanding, application of skills, and ability to self-assess against success criteria through learner conversations ▪ Through regular classroom visits observe teacher implementation of explicit teaching methods. All teachers to plan and deliver high quality learning intentions and success criteria (co constructed) that are communicated, reviewed and reinforced throughout lessons. ▪ Gather feedback from learners regarding their perception of the clarity and usefulness of learning intentions and success criteria in guiding their learning. This feedback can then be used to refine and improve pedagogy. ▪ Analyse assessment data, including formative assessments, quizzes, surveys and summative assessments, to measure student progress and attainment in relation to learning intentions and success criteria.	This session, the school made good progress in developing high-quality learning, teaching, and assessment across all stages. A range of quality assurance processes, professional learning opportunities, and learner feedback have informed improvements in classroom practice and contributed to improved learner engagement and attainment outcomes across the school. Planning for Learning and use of Learning Intentions and Success Criteria through a programme of lesson observations, jotter monitoring, and learner conversations, it is evident that the majority of learners understand their learning intentions and the importance of success criteria. These were consistently visible in observed lessons, and the majority of learners were able to articulate what they were learning, the skills involved, and why they were important. Learners in the middle and upper stages were particularly confident in discussing the purpose of their learning and their progress. However, practice around the co-construction of success criteria was variable. While some classes showed strong examples of shared development of criteria, particularly in writing, this was less consistent at the early level. Staff in the infant stages identified a need for further guidance on how co-construction can be meaningfully embedded in developmentally appropriate ways. Embedding Effective Teaching Pedagogy Staff engaged in a wide range of professional learning activities, including West Lothian's Equity Team Bitesize Learning sessions. These supported reflective practice and provided strategies that many staff adapted and trialled within their own contexts. Some staff also used these CLPL opportunities as a catalyst for practitioner enquiry, focusing on meeting the needs of all learners through differentiated instruction and inclusive approaches. As a result, there has been greater emphasis across the school on ensuring all learners are appropriately challenged and supported. This aligns with discussions held during Excellence and Equity meetings, where staff considered how differentiation and high-quality instruction meet the needs of diverse learners. Learner Engagement in Assessment and Feedback Feedback gathered through learner conversations indicates that pupils value receiving feedback in a range of forms, including verbal, written, and even voice recordings. They understand that feedback helps them improve, but many
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▪ Evaluate the Effectiveness of different formative assessment methods through learner discussions, teacher feedback and learners progress in learning. NIF Driver(s): ☐ School and ELC Improvement. ☒ School and ELC Leadership ☒ Teacher and Practitioner Professionalism ☒ Parental Engagement ☒ Curriculum and Assessment ☒ Performance Information	highlighted that they did not always have dedicated time to engage with it. This insight led to a collective recognition that feedback should not only be timely but also provide opportunities for learners to reflect, respond, and set next steps. Staff have begun to explore more structured approaches to ensure feedback is acted upon, which will remain a focus for improvement next session. Use of Formative Assessment and Self/Peer Assessment Pupils were able to articulate how formative assessment supports their learning, particularly when clear success criteria are in place. Peer assessment was positively received when the expectations were well defined and pupils felt confident in what to look for. However, not all formative assessment strategies were perceived as helpful, which highlights a need for continued focus on assessment literacy and learner clarity. Staff continue to refine their formative assessment approaches, ensuring they are consistent, purposeful, and support learner progress effectively. Impact on Attainment The impact of improvements in learning, teaching, and assessment is reflected in the school's attainment data from 2023/24 to 2024/25. There were notable increases in achievement across multiple areas: Numeracy and Mathematics: Almost all stages demonstrated improved attainment, particularly in the middle and upper stages, where increased use of success criteria and skills-focused lessons led to deeper learner understanding and application. Reading: Improvements were evident across all stages. The explicit teaching of reading skills and greater consistency in pedagogy contributed to better learner engagement and progress. Writing: Writing was a focus of staff CLPL and planning discussions. Co-construction of success criteria and increased opportunities for feedback contributed to improved outcomes, especially in the upper stages. Listening and Talking: Learner conversations confirmed increased confidence in articulating their learning. Classroom observations highlighted regular opportunities for discussion, which supported improvements in listening and talking skills. Literacy Overall: Across the school, overall Literacy attainment increased, reflecting the impact of more consistent and effective teaching practices, clearer success criteria, and more meaningful opportunities for learners to reflect on their progress. Stage progress P1 maintained strong performance, with small gains in Reading, Writing, and Literacy (+3.64%), indicating continued strong early level delivery. P2 showed the most significant improvements, with: Writing increasing by +24.63% Numeracy and Mathematics both increasing by +25.28% Literacy overall increasing by +20.29% P3 also saw marked increases: Reading: +17.73% Writing: +14.02% Numeracy and Mathematics: +14.29% Literacy overall: +17.59%
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	P4 saw slight decreases in Reading, Writing, and Literacy, this can be accountable due to cohort-specific factors. Listening & Talking increased by +2.68%, maintaining strength in oral communication. P5 improved in Writing and Literacy by +6.25% each, indicating progress in skill development and application. P6 maintained very high levels across all areas, with slight variation: Reading increased to 100% Writing decreased by -7.57%, suggesting a possible area for targeted review next session. P7 saw consistent improvements across all areas: Reading: +7.95% Writing: +4.82% Listening & Talking: +7.95% Literacy overall: +17.32% Numeracy: +7.95% These results are especially encouraging given the school's focus on improved pedagogy, learner engagement in assessment, and more consistent approaches to success criteria and differentiation. Improvements in Literacy and Numeracy across multiple stages highlight the positive impact of practitioner enquiry, CLPL, and structured professional dialogue. The school has made good progress in improving the quality of learning, teaching, and assessment. Most learners are aware of their learning intentions and can describe the skills they are developing. While success criteria are generally used well, there is scope to increase consistency in co-construction across all stages. Staff engagement in professional learning has had a positive impact on pedagogy, with growing confidence in differentiation and inclusive practice. Feedback and formative assessment have been identified as key areas for further improvement, particularly ensuring learners have time and support to act on feedback. The positive gains in attainment across Literacy and Numeracy demonstrate the impact of this improvement priority and provide a strong foundation for continued development in 2025–26. Areas for staff to develop: Provide targeted support to infant staff around co-constructing success criteria. Develop a consistent school-wide approach to feedback and response time. Continue to embed effective formative assessment practices, with an emphasis on peer and self-assessment. Build on professional learning to deepen understanding of pedagogy that supports equity and attainment.
ELC Raising attainment for all, particularly in literacy and numeracy (universal): Learners will show improved levels of engagement in high quality, planned interactions, both responsive and spontaneous. Children will experience consistent learning approaches in Literacy and Numeracy.	We have made good progress. Key Developments • Embedding Numeracy Across the Learning Environment: There has been a focused and intentional emphasis on numeracy development within the

All learners will experience high quality, well planned learning in numeracy and literacy, with clear focus on intentional and responsive planning. • Actions followed up from environmental audits built into QA calendar. • Audit trail completed throughout year • Leuven scale observations tracking engagement levels with developed environments • Almost all learners will lead their learning using working walls, pupil voice and engage in planning process with their keyworker on a consistent basis. • Pupil voice evidence gathered before, during and after key learning.	nursery. Children are encouraged to engage with early mathematical concepts through everyday routines and carefully curated play experiences. Examples include numbered tables within the snack area to promote number recognition and early counting, discussion of quantities and volume using jugs and containers, and mathematical dialogue around shapes and patterns during snack time and block play. The 'Birthday Wall' has offered meaningful opportunities to explore early concepts of time, including seasons and months. While numeracy-rich experiences are well embedded indoors, the development of outdoor numeracy remains an area for continued focus moving forward. • Strengthening Parental Engagement: The introduction of 'Nursery Natters' has provided families with opportunities for dialogue and collaboration. Parent feedback indicated a desire for themed sessions, resulting in the delivery of a targeted session on the 'Box Clever' approach, which included a presentation from SLT. The session was well received and supported a home–nursery link around communication strategies. • Forward Planning for Family Involvement: Recognising the need to enhance parental engagement further, next session will include increased opportunities for family participation through planned 'Stay and Play' sessions, PEEP groups, and Curriculum Information Days. • Ongoing Quality Assurance and External Validation: Monitoring and evaluation by SLT and ELCASM has continued, albeit affected by staffing changes. The setting also participated in a Validated Self-Evaluation (VSE) in September and received a Care Inspectorate visit in January, both of which provided constructive external feedback and highlighted areas of strength and development. • Enhancing the Role of the Child's Voice in Planning: Practitioners have made progress in capturing children's voices and using this to inform daily planning. There is, however, scope to strengthen the coherence between child voice, the daily planner, floor books, and consultative planning approaches. Observations captured via SeeSaw and documented in floor books show rich learning emerging from children's interests, supported by responsive environments. • Creating a Literacy- and Numeracy-Enriched Environment: A high-quality, enabling environment supports early literacy and numeracy through real-life provocations—such as mark making opportunities, shared story experiences, and everyday problem-solving contexts. These promote active engagement and deepen learning. Impact • Increased Responsiveness to Learner Interests: Staff are increasingly attuned to children's ideas and curiosities, using these as springboards for
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	planning rich and meaningful learning experiences. Children are beginning to take a more active role in shaping their learning journeys. • Planning Reflective of Individual Learning Needs: The planning cycle is more responsive, with experiences tailored to each child's developmental stage and interests. • External Recognition of Effective Practice: The Care Inspectorate noted that "children had opportunities for spontaneous and planned experiences and were actively involved in leading their own play and learning." They also commended the quality of adult-child interactions and the presence of early literacy and numeracy opportunities embedded across the environment. • On average 73% of N5 learners are achieving 'green' across all 10 Numeracy & Mathematic tracker statements. • On average 74% of N5 learners are achieving 'green' across all 10 Literacy tracker statements.
Improvement in employability skills and sustained, positive school leaver destinations for all young people: 4. Increase professional confidence planning, assessing and teaching Expressive Arts 5. To embed sustainability into the whole school ethos, enhancing teaching and learning experiences and fostering a deep understanding of the Global Goals for Sustainable Development. Measures of success: <i>All pupils will have increased engagement in a broad range of creative agile learning experiences in Expressive Arts, with almost all (90%) reporting positively on the impact on their learning. This will be achieved by</i> ▪ SLT Observations ▪ Staff professional dialogue ▪ Peer observations ▪ Learning conversations ▪ Learner questionnaires	Increase professional confidence planning, assessing and teaching Expressive Arts: This session saw a significant and positive shift in the confidence and capacity of staff to deliver high-quality Expressive Arts experiences across the school. A range of approaches supported this progress, including CLPL, peer observations, and collaborative professional dialogue. Staff engaged actively in both in-school and cluster-level moderation and support, helping to raise the profile of Expressive Arts within the curriculum. SLT and peer observations demonstrated increased consistency in the delivery of engaging and creative Expressive Arts lessons. Staff utilised their RCCT time to observe colleagues, and CAT sessions were used effectively to share good practice. As a result, pupils benefitted from a richer and broader range of learning experiences across drama, music, and visual arts. Pupil voice played a central role in this improvement journey. Learning conversations and questionnaires revealed that almost all pupils felt more engaged in Expressive Arts. They particularly enjoyed the increased opportunities for creativity, such as sculpture-making and learning about different artists. Pupils valued having their voices heard in lessons, especially when contributing to discussions or co-creating aspects of learning. The Expressive Arts Parent Pop-In was a notable success, showcasing learners' work in a gallery-style format. Parental feedback was overwhelmingly positive, with families expressing pride and admiration for the creative output and effort displayed by their children. Collaboration across the cluster further strengthened staff practice and confidence. The anticipation of updated West Lothian progression pathways has already prompted proactive discussion and planning among staff, ensuring readiness for future developments.

▪ Impact on attainment and enjoyment of learning ▪ Parent/Carer feedback By prioritising whole school sustainability, we aim to create a learning environment that not only educates about the importance of sustainability but also practices and exemplifies it, preparing our pupils to be responsible (global) citizens ▪ Almost all learners will be able to demonstrate a basic understanding of sustainability and the Global Goals through work they do and discussions. ▪ All Teacher planning will demonstrate sustainability principles across a variety of subject areas. ▪ The school community will have engaged in sustainable practices and projects, promoting environmental awareness and care. ▪ Parents and Carers report positively of actions towards sustainability within the local community. ▪ Increased pupil engagement and understanding of sustainability and the Global Goals. ▪ From lesson observations there is evidence of integration of sustainability principles in teaching practices. ▪ Positive feedback from pupils, parents, and staff on sustainability initiatives. ▪ Measurable reduction in the school's environmental impact and increased sustainable practices. <i>Almost all (90%) pupils will make links between skills and learning activities. All lessons will have related skills identified and discussed. This will be achieved by -</i> Audit current practices relating to schools skills builder framework ▪ Self-evaluation of impact ▪ Pupil feedback on effective and enjoyment of skills lessons. ▪ Staff feedback ▪ Benchmark skills ▪ Quality improvement activities to focus on skills progression ▪ Learners are aware of the skills and some of the steps to success. NIF Driver(s): ☐ School and ELC Improvement. ☒ School and ELC Leadership	Impact: • Pupils demonstrated increased confidence and enjoyment in Expressive Arts. • Almost all pupils reported positively on their learning in this area. • Staff showed greater confidence and consistency in planning and assessing Expressive Arts. • Parents and carers gained greater insight into the value of creativity in their children's learning. To Embed Sustainability into the Whole School Ethos This year, sustainability became a core aspect of the school's ethos and practice. Across all stages, staff and pupils engaged meaningfully with the UN Global Goals, embedding them into interdisciplinary learning and classroom routines. Almost all classes planned for sustainability across various curricular areas, with clear links to both knowledge development and practical action. Lesson observations and planning reviews confirmed that sustainability principles were being integrated into teaching practice in most classes. Committee groups helped to further promote sustainable thinking, and many learners took a lead in initiatives that shaped school practice. Learners across the school could articulate their understanding of sustainability and explain how global issues relate to their daily lives. Pupil leadership was a strong driver of change — for example, learners successfully lobbied to replace plastic spoons with metal ones, and championed initiatives like paper recycling and upcycling in Craft Club. Pupils found targeted skills lessons valuable and could articulate the importance of key transferable skills for their futures. Staff feedback indicated that the introduction of a consistent skills framework, alongside current work around the mapping of SDS meta-skills and Skills Builder essential skills, will help create a coherent approach to skills progression. Almost all learners can now talk about the skills they are developing and when they use them, marking a significant step forward in their metacognitive awareness. Monthly newsletters helped keep families informed and engaged with sustainability efforts. Parental feedback indicated growing awareness and appreciation of the school's role in promoting environmentally responsible behaviours. Impact: • Foundations of sustainability is now beginning to be embedded in the curriculum and wider school life. • The majority of learners demonstrated an understanding of sustainability and global citizenship. • Pupils contributed meaningfully to school-based change, enhancing their sense of agency. • Staff confidence in teaching sustainability and embedding global goals has increased. • Practical sustainable changes were implemented across the school (e.g. recycling, reusing and reducing waste).
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☑Teacher and Practitioner Professionalism ☑Parental Engagement ☑Curriculum and Assessment ☑Performance Information	The school is well-placed to take forward further impactful environmental initiatives (e.g. composting, wrapper-free snack times).
ELC Improvement in employability skills and sustained, positive school leaver destinations for all young people: Children’s learning across the curriculum will be enhanced through working in partnerships with families and local businesses. Children will develop skills for life, learning and work embedded into play opportunities. Development of high quality family engagement area – visibility in ELC environment - Pupil voice evidence gathered - Positive feedback of effective partnership working/projects gathered and evidenced in floorbooks. - Almost all families report increased quality of engagement in impacting learning and ethos in ELC (Forms feedback) - Almost all children can identify at least 2 skills icons linked to areas in ELC.	We have made good progress. Key Developments - We provided real-life learning experiences outdoor and indoors, relating to the world of work and the local community (for example, construction/building). - Skills Builder icons are evident around nursery to prompt/aid conversations with learners. - Digital provision around ELC was used to enhance learning opportunities such as Bee Bots, I-pads and promethean panel. - Resources purchased to enable the frequent use of the wood working area and to increase engagement. - There has been an increase in engagement with families through our Stay and Play Sessions, the new Nursery Natter sessions and ELC being included in the School Newsletter. There is scope next session to develop this to include a focus on improvements and shared understanding of what our learning looks like at MCELC. Impact - Children are beginning to use digital technologies more independently to support and extend their learning. They are making purposeful choices when engaging with digital tools, using them to document, investigate, and reflect on their experiences. This marks positive progress in developing early digital literacy and learner autonomy. - There’s been an increase in floorbook content that includes children’s own words, drawings, and stories. This shows growing engagement and helps capture their thinking in meaningful ways, supporting child-led learning and reflection. - The planning wall now demonstrates a more robust and regular integration of pupil voice, with children contributing comments, ideas, and reflections more frequently. This enhancement supports a responsive and consultative approach to planning, ensuring learning opportunities are increasingly aligned with children's interests, thinking, and emerging curiosities. Care Inspectorate stated - Families had some opportunities to be included in the setting. For example, they had been involved in reviewing the vision, values and aims of the setting and were invited to stay and play sessions. Some families told us they did not feel they had meaningful ways to develop the service. There was scope to build on this to actively seek families' views and enable them to influence change. This will be taken forward and form part of the SIP priorities for 2025-2026.

Attendance data 2024/25 – No attendance data due to SEEMIS difficulties

No exclusions

Continued progress on School Improvement priorities reported at all Parent Council Meetings through Head teacher updates.

Our Wider Achievements this year have been:

ELC:

- ELC Stay and Play sessions
- Effective and supportive transition programme for pre-school children
- Outdoor learning provision – Wild Connections
- Local community walks – presence in the community
- NYCOS sessions for ELC learners
- Participation in Mid Calder Gala Day Parade
- Launch of Parental Sessions – “Nursery Natter”
- Start of Nursery News within School Newsletter

School:

- Wide variety of trips offered to all stages
- Canoeing and Team building for P6
- Generation Science Workshops for all classes.
- Bowling sessions P5
- Netball Tournaments
- P7 camp
- P5 Camp
- Focused Health week including Bikes2school day
- Rugby sessions
- Martial Art sessions
- Magical Moments linked to skills
- Living our Values certificates
- Variety of after school clubs - All free.
- NYCO workshops
- PSA events – Discos, Bingo night, Christmas Fair, Spring Fair
- Expressive Arts workshops
- Hope – anti bullying drama
- Leadership roles across classes
- Partnership feedback
- Young engineer
- Parent Pop in sessions
- 2 teams in Jak Trueman Football Tournament

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	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	Good
2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equality and inclusion	Good
3.2 Securing children's progress	Good

+Delete if not relevant

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