

Whitdale and Early Learning and Childcare Setting



PROGRESS REPORT FOR SESSION 2024/25

Standards & Quality Report



55a Whitdalehead Road

Whitburn

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ABOUT OUR SCHOOL

Whitdale Primary School is a large two stream non-denominational school on the east side of Whitburn, West Lothian, which is part of the Whitburn Academy cluster. Our vision is to create a safe and happy community, and a curriculum which inspires, engages, challenges, and enables learners to flourish learning through engaging learning that lasts a lifetime. These values sit firmly at the centre of what we want for all our children, and it is our constant intention that no child is ever left behind because of disadvantage, poverty, or inequity. For Session 2022-23, 2023-24 and 2024-25 we received £147,000 from the Pupil Equity Fund (PEF) to support our work in closing the poverty related attainment gap.

The roll, as of June 2025 is 315 with pupils organised across fourteen classes. We currently have 90 nursery children, offering morning and afternoon sessions and flexible full day provision and provision for 20 eligible 2-year-olds. The school and nursery are staffed by a Head teacher, a Depute Head teacher, 2 principal teachers (one Acting), An Early Learning Childcare Area Support Manager (ELCASM), an Early Years Officer, an Acting Early Years Officer, 8 Early Years Practitioners, 3 Pupil Support Workers and 1 Advanced Pupil Support Workers in our ELC (Early Learning and Childcare), 14 class teachers and 3 equity teachers. We also benefit from a team of 8 PSWs which include both full and part time support.

Whitdale Primary enjoys generous school grounds with daily access to a Multi-Use Games Area (MUGA) which supports us in delivering high quality P.E. and a small nurture playground. We have been developing our school grounds to further support outdoor learning and have an outdoor classroom and well-maintained school garden. We continue to develop links with the local and wider community and enjoy a successful partnership with our Parent Council. We also have an enthusiastic and committed Parent Fundraising Group. A variety of events take place within the school to help develop parental involvement including curriculum highlights, family learning events and class assemblies.

Our learners are engaged and motivated and their positive attitudes to learning, which are shown by almost all pupils, are because of the school's commitment to children's rights and the value of respectful relationships.

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:

<https://www.gov.scot/publications/achieving-excellence-equity-2022-national-improvement-framework-improvement-plan/documents/>

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?
<p>1.To raise attainment, especially in literacy and numeracy</p> <p>Our measurable outcome for session 2024/25 was to: Continue the improvement in combined Literacy across the whole school embedding improvements in teaching and learning of listening & talking and writing, whilst improving attainment in Numeracy through embedding good practice and ensuring consistency of approach across the whole school, placing the human rights and needs of every child and young person at the centre of education</p> <p>NIF Driver(s):</p> <p><input 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 checked="" type="checkbox"/>Performance Information</p>	<p>We have made very good progress.</p> <p>What did we do?</p> <p>LITERACY</p> <ul style="list-style-type: none"> • We have continued to work towards achieving our Gold Reading Award. Following a robust recruitment process by our current reading ambassadors, we have 32 new reading ambassadors. • Monthly visits to Waterstones bookstore have ensured that existing reading ambassadors were able to replenish school stock based on criteria outlined by collating pupil voice e.g. graphic novels, latest releases, Barrington Stoke, 1+2 languages. • Primary 1 pupils have buddied up with Primary 7 pupils to attend our local library weekly enabling stronger relationships between pupils, greater access to texts, opportunities for buddy reading and more pupils joining the library, all whilst continuing to promote reading for pleasure. • Literacy Hour has successfully continued across Primary 1, Primary 2, and Primary 3 with class teachers utilising their skills and professional development from last year to ensure that this ran successfully. • A free book stall was offered to families at our latest family engagement night attended by almost 100 people. Families were encouraged to help themselves ensuring families had access to further texts at no cost. • We also made positive changes to the running of our travelling Book Fair. This year, only online payments were accepted to remove any stigma on pupils unable to attend the fair and pay in cash. All pupils across the school were also given a book to take home during this week to promote inclusivity and give additional access to texts at home. • Strong relationships continue to be established between school and partners at the Literacy and Language Support Services at Murrayfield with an increase in pupil referrals for pupils from P1-P7. This has resulted in specialists attending weekly to support identified pupils, offering advice and consultation, modelling assessment and meeting with families. • We received support from Literacy Pedagogy Officer and Equity Team to support raising attainment in P3 and P5 with modelled assessment, teacher input, advice, and support. • Staff members attended CLPL at Murrayfield to learn about changes to the P7-S1 Dyslexia Transition program and were then able to deliver this series of lessons to 14 identified Primary 7s. • Clicker 8 has continued to be available pupils requiring additional support within writing and digital supports continue to be increased across the school. All Primary 7 pupils have their own laptops and complete most daily task on TEAMS. Pupils across Primary 5-Primary 7 are also increasingly using the dictate tool through Word on GLOW to support writing by removing the physical barriers of writing and typing. • We continued to receive support from our Educational Psychologist and Speech and Language Team. • Interventions to support Literacy development continue to run across the school with staff working with identified pupils. • Successful peer observations were carried out with teaching staff which afforded the opportunity to observe a colleague and to be observed. Staff feedback was positive in relation to the key questions including formative assessment and quality feedback, higher order

	<p>thinking questions, and differentiation to ensure that learning is pitched appropriately.</p> <ul style="list-style-type: none"> • Whitdale Writers has been running successfully with several pupils identified as a * on their Tracking and Monitoring attending this group to challenge their writing ability. • We have achieved several 1+2 languages awards this session including awards and recognition from SCILT AND SLEA and our dedicated language ambassadors continue to meet weekly. We have also introduced linguist of the month, and this is celebrated at weekly assemblies, on our 1+2 languages display wall and in the monthly Headteachers Sway. • Each stage took part in the Mini Champs challenge with 3 identified challenges across the year. Each stage was able to contribute high quality evidence which was then highlighted across the authority at the mini champions' online sessions. This included ensuring high quality reading spaces in classrooms, opportunities for writing and the use of pupil targets. • Each class across the school took part in the Literacy Challenge set by the Education Officer at authority level. This task focused on Creativity in Literacy and allowed pupils to use a wide range of meta skills in the creation of their evidence. This was also uploaded to a shared TEAMS space and entered a competition across the authority. <p>NUMERACY</p> <ul style="list-style-type: none"> • Maths club continues to be a regular weekly feature, supported by S5 pupils and staff from Whitburn Academy. • There was a whole school investment in White Rose Maths which offers another progressive core tool for staff to use across the school to complement the teaching of Maths and Numeracy. • Moderation of Maths is more accessible with a timetable of concepts for each stage to teach at the same time with the introduction of pre and post assessments to measure impact. • The Thinking Classroom approach is now used more widely across the school and investment has been made into purchasing The Building Thinking Classrooms in Mathematics text to allow staff to develop their knowledge in this area. • Staff engage in Number Talk sessions 4 times per week to develop Numeracy. • We extended the types of resources that learners can use to support their understanding of numeracy concepts. • We continue to use the progression pathways and benchmarks to support learning in mathematics and numeracy. • Each class across the school took part in the Mathematics and Numeracy Challenge set by the Education Officer at authority level. This task focused on Creativity in Mathematics and Numeracy which allowed pupils to use a wide range of meta skills in the creation of their evidence. <p>Evidence indicates the impact is:</p> <p>LITERACY</p> <ul style="list-style-type: none"> • By recruiting a further 32 reading ambassadors, we have ensured sustainability that the team are ready to implement the necessary tasks for our Gold Award bid. The impact of this ensures a competent team from the start, a renewed sense of excitement as pupils planned
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	<p>and interviewed for the role and an already wealth of innovative ideas to implement in the new session.</p> <ul style="list-style-type: none"> • 100% of all pupils who attended Waterstones reported positively about this experience and could talk about the positive impact it made to our overall reading culture. • Staff have reported Primary 1 pupils talking positively of their library visits with their buddies and the confidence that they had to discuss new texts. Primary 7 pupils have also increased confidence when reading aloud as they have this regular opportunity to do so with their buddies. Several pupils across the school have now joined the library as a direct result of these visits. • Teachers and Pupil Support Workers supporting literacy hour have reported an increase in pupil independence, an increase in the quality of writing and more detailed answers to higher order thinking questions. • Pupils responded well to the option of a free book with many highlighting this was a positive activity. The impact of this ensured that all our households were able to take a new book for their house and add to the texts available. At our family bingo night, a free book stall was also offered with families able to help themselves and a considerable number of books were given new homes. • This session a further 19 referrals have been made to the Literacy and Language Support Service with pupils from Primary 1 to Primary 7 identified. The impact of this has been obvious with all pupils assigned to a specialist teacher for input. This has taken many forms such as advice and consultation, modelled assessment, and blocks of 6-week intensive session. Strategies have been identified for all pupils that can be implemented to support progress and attainment, families have been involved and assessments carried out which has demonstrated the positive impact of this with incremental progress made by all. • Our Pedagogy Officer has supported us by carrying out assessments and analysing the results. The impact of which has enabled staff to ensure that learners are working at the correct level. She has also worked with staff across Primary 3 and Primary 5 focusing on core and genre targets. The early impact of this shows that pupils are using more core and genre targets in their writing. • Following the P7-S1 Dyslexia Transition Program, all 14 pupils could identify new strategies that they planned to use to help them at high school. They could all demonstrate ways in which to use technology to support their learning and all 14 of them could access the TEAMS space and upload evidence of their engagement in the sessions. • Pupils continue to access technology to support their learning. As well as using Clicker, several pupils in Primary 5 - Primary 7 are also using dictate through GLOW word which mirrors the tools used at high school. The impact of this is that more pupils are achieving more genre targets, the volume and quality of writing has increased and there is a notable increase in pupil engagement with the removal of physical writing as the barrier. • Our Educational Psychologist continues to support our school at child planning meetings to discuss transitions and next steps. The impact of this is that staff feel reassured, and families are also reporting their gratitude that they have access to another agency to support them with their child's learning journey. • Following peer observations, almost all staff reported this to be a positive experience and one that they would like to repeat in the next session. The impact of this will involve ensure that this is identified in
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	<p>the collegiate calendar and identifying specific criteria which links to the School Improvement Plan.</p> <ul style="list-style-type: none"> • The emphasis on 1+2 is evident across the school. Pupils are reporting increased enjoyment, and more languages are being heard across the school. As a result, a Polish club was established to support children for whom English is an additional language. This has been very well attended, and the pupils have enjoyed conversing in their native language. • By taking part in authority level challenges the impact has been positive across the school. All classes have participated in Literacy and Numeracy challenges and were able to talk about their learning and targets. When focusing on STEM, our STEM lead was able to capture rich pupil voice and evidence of learning across meta skills, incorporating examples across all levels. This was compiled into a short movie which was then shared across the school, community, and authority as a strong example of high-quality evidence with a strong impact. <p>NUMERACY</p> <ul style="list-style-type: none"> • Pupils and staff continue to report positively about our maths club. There is clear evidence of engagement, and staff report that the skills learned are being transferred to the classroom. • Staff are reporting high levels of engagement with The Thinking Classroom approach. Several additional texts were purchased to allow staff to develop their professional knowledge and understanding which has also led to an increase in staff confidence. • Although in the initial stages, staff report positively about using pre and post assessments within Maths and Numeracy allowing for moderation and demonstrating impact. By identifying the teaching of clear concepts across a level, staff are confident that there is now clear progression and opportunity to address any identified gaps. • From the Excellence and Equity meetings and quality assurance of planning, there is clear increase in the use of West Lothian Progression Pathways and Benchmarks which again is impactful as this ensures clear progression.
ELC	<p>Numeracy</p> <ul style="list-style-type: none"> • Using the data of gaps within the ELC trackers, staff have begun small group interventions to target progress. • Audit tools are used monthly when reflecting on areas to ensure both indoors and outdoors reflect a rich numeracy environment – these continue to be developed. • Home link activities have been adapted to ensure all children are able to take part and resources have been carefully designed to promote increased parent engagement. • Staff attended good practice visits to identify rich numeracy environments to develop areas within our own setting. <p>Literacy</p> <ul style="list-style-type: none"> • Staff have attended leadership focus literacy and numeracy groups. • Staff have attended good practice visit to other West Lothian Council settings to identify good practice within literacy. • All age groups continue to engage in the Big Bedtime Reading programme. • Children have begun checking themselves in at drop off developing letter recognition identifying their own name. • Pre-school children have taken part in enhanced transition programme – fairy tales, rhyming land and Letterland. Stories are

	<p>mirrored in the playroom for all children to have opportunities to explore rhyming.</p> <ul style="list-style-type: none"> • More learning opportunities have been developed encouraging mark making using a range of resources. • Audit tools have been carried out regularly to ensure we have a literacy rich environment; these are continuously being developed. • Child name tags are added into areas to support recognition; staff are encouraging children to write their own name. • Children attended Bookbug sessions within the local library. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Children are more engaged in literacy and numeracy as the areas within the environment have been adapted to support children's development. • Children are leading their own learning through literacy and numeracy songs and games. • Children have become more confident when writing their names and are attempting recognisable letters. • There has been an improvement within our ELC trackers – touch and count. Children are become more confident when using this skill. • Children are more familiar with the school environment and 'The Whitdale Way' to support effective transition into Primary 1
<p>2. To close the attainment gap between the most and least disadvantaged children</p> <p>Our measurable outcome for session 2024/25 was: To narrow the attainment gap by setting ourselves the stretch aim of moving our Q1 cohort of pupils from majority on track to most on track, placing the human rights and needs of every child and young person at the centre of education</p> <p>NIF Driver(s):</p> <p><input type="checkbox"/> School and ELC Improvement. <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information</p>	<p>We have made very good progress. What did we do?</p> <ul style="list-style-type: none"> • This session, the school received £147,500 Pupil Equity Funding. Staff used the PEF planning tool to upload evidence and impact relating to learners who were SIMD 1 & 2 to plan and design bespoke interventions to support those identified. • A total of 14 interventions are outlined on this sessions PEF plan and PEF funding was used to employ a full-time intervention teacher to lead a number of groups from the planning to the delivery. • A group of 8 identified learners in Primary 7 took part in the interrupted learners project as an additional support for transition. This involved face to face sessions, online lessons, and a visit to high school in a bid to boost attendance and overall attainment. • Several parents and pupils took part in the school avoidance scale to drill deeper into the reasons for absence. These results allowed bespoke plans to be created to try and boost attainment and overall attendance. • An allocated pupil support worker has been able to support bespoke interventions focusing on increasing the number of Fry's Words. • We used Pupil Equity Funding to employ a full-time teacher who has been supporting bespoke interventions. She has been able to target pupils across Primary 1 and Primary 2 using the 5-minute box, SHe also identified pupils across Primary 3 and Primary 4 to focus on writing with guided input and support from the Equity Team and 11 pupils across Primary 5 and Primary 6, focusing on writing with core targets. • Robust data examinations at each stage identifying actions or interventions required following intensive and specific Excellence and Equity Meetings with staff answering a list of specific questions relating to their data. • Analysis of SNSA data to identify specific gaps, using this information to support Tracking and Monitoring. • Whitdale Writers established to challenge those children in Primary 5-Primary 7 who are either a track 1 and nearing a * or already a *.

	<ul style="list-style-type: none"> • Kids Gone Wild have been running bespoke sessions with identified pupils to attend to increase attendance, resilience and confidence whilst looking at Quintile banding. • Beechbrae pupils have been identified to attend to increase attendance, resilience and confidence whilst looking at Quintile banding. • Quintile 1 data was considered alongside an active assessment of wellbeing to determine the current assessed needs of pupils identified for Nurture Provision. <p>Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:</p> <ul style="list-style-type: none"> • Fry's Words, 10 pupils from Quintile 1 were identified. Diagnostic assessments demonstrate incremental improvements. 89% of pupil's involved demonstrated progress. Almost all pupils have made progress within the Fry's Words sessions with only one pupil not demonstrating improvements. • A total of 9 learners within Quintile 1 were identified for a writing intervention. Evidence shows that most learners made good progress against their target. Using pre- and post-assessments, there is evidence that 88% of pupils assessed have increased their score. The impact of this intervention gave most learners more confidence in their writing and strategies to help them spell words. • 6 pupils within Quintile 1 were identified to take part in The Larder intervention. Evidence shows 100% of the pupils who attend said that they look forward to The Larder Sessions and 100% feel happier in school since attending. 71% rated themselves as being the top rating of confidence with 29% selecting the next level of confidence. (4 out of possible 5) 86% felt included due to attending The Larder, the remaining 14% rating the next level (4/5) and 100% of the pupils stated that their cookery skills had improved. • Evidence shows that all children involved have had a pre-assessment of their single sound knowledge. One group are on the cusp of being able to blend CVC words. All children in this identified group are using the 5-minute box. This intervention has been successful with the majority of learners increasing their number of known sounds. 50% of learners now know all 26 sounds. 33.3% of learners increased their sound knowledge by 6, 7 or 8 sounds. 8.3% of learners increased their sound knowledge from 2 to 22 known sounds. Therefore, good progress was made by majority of learners, and this intervention will be adapted for the new term. • 11 pupils were identified to participate in a SEAL intervention group from Quintile 1. Evidence shows 100% of pupils have made progress within the SEAL Hinge assessment. 33% of pupils increased by 2 SEAL stages, 11% increased by 1% and 56% of pupils demonstrated improvements within their SEAL stage.
ELC	<p>Evident indicates that:</p> <ul style="list-style-type: none"> • Children are confidently requesting to use quieter learning rooms/spaces within the nursery • Our setting has received positive feedback from parents regarding the supports put in place, including the options available for quiet learning spaces. • Passports have been signed off showing progress that individual children have made.

<p>3. To improve children and young people's health & wellbeing</p> <p>Our measurable outcome for session 2024/25 was to:</p> <p>Maintain the high-profile H&WB has at Whitdale Primary School ensuring learners & stakeholders feel valued, happy, and safe placing the human rights and needs of every child and young person at the centre of education</p> <p>NIF Driver(s):</p> <p><input 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 checked="" type="checkbox"/> Performance Information</p>	<p>We have made very good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Senior Leadership members have conducted audits of Nurture spaces using the Inclusive Classroom Checklist. • Learners regularly engage in Trusted Adult lessons. These lessons are regularly re-visited to remind the children of supports available. • Health and Wellbeing trackers are updated termly to reflect pupil and staff wellbeing indicators with interventions and trusted adult conversations taking place for anyone reporting red or amber. • Regular wellbeing meetings arranged with families to support identified needs, completing Assessment of Wellbeing forms, submitting Wellbeing Recovery Group referrals, and liaising with outside agencies. • Weekly Chatter Matters have continued to take place to incorporate pupil voice with 6-8 pupils attending each session. This has been expanded to ensure that a variety of adults across the school community chose recipients and then host the session. Authentic pupil voice has directly led to changes in school improvements and routines. Chatter Matters have also been held for parents and partners to capture their voice as well and drive forward improvement. • Spaces in our ELC have been identified and used to support the improvement of learner wellbeing. • Groups of learners have engaged in small interventions to support increased engagement and focus. These sessions have included Kids Gone Wild outdoor sessions and the Larder • Sustrans ibike officer has worked with Primary 5 and Primary 6 pupils to support pupils who cannot ride a bike or are not confident. This has resulted in an increase in riders increasing confidence and pupils taking advantage of the loan bike scheme where they can take a bike home for a block of time free of charge. • A group of 20 Primary 6 pupils participated in a sports leader program with our Active Schools Co-ordinator. • A total of 34 Primary 7 pupils took part in two Cluster Football Sessions at Whitburn Academy which has supported transition. • A total of 10 Primary 7 pupils participated in the West Lothian Netball Festival at West Lothian Collage. • A group of 10 learners in P6 participated in a team building and canoeing day at Linlithgow Xcite. • P7 pupils took part in a Happy Place workshop, which is designed to provide learners with the tools to help them manage and understand their emotions and promote positive mental well-being. • 21 learners from P4 to P7 participate in our weekly after school GLEE club, before performing live at Hamilton Town Hall. • Children's rights have become a focal point within our planning, and this has been supported with a focus on 'Article of the Week' as well as a dedicated focus during health week. • Pupils invited to take part in the annual Big Walk and Wheel and Dr Bike events. • A group of P7 pupils worked alongside the Head Teacher to work on cost of the school day with a focus on attendance. • Learners self-report a Red, Amber, Green option across each wellbeing indicator with teachers reporting against these indicators. • 2 Pupil Support Workers have completed training in delivering Seasons of Growth training. One of these Pupil Support Workers is also trained in delivering Bereavement and Trauma input for pupils and runs regular sessions for identified pupils. As a result, Whitdale
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	<p>Primary School became the first school in the authority to be awarded The Bereavement Charter.</p> <ul style="list-style-type: none"> • Whole staff training was offered to anyone wishing to take part in trauma training opportunities and this was well attended by staff opting in to participate. • Several teaching staff and pupil support workers have undertaken Drawing and Talking therapy. This has allowed identified pupils to take part in this intervention with no waiting list and early reports on impact are positive. • All Primary 5 pupils were invited to take part in the Learn2swim programme with identified non-swimmers offered free swimming lessons. • A group of identified learners took part in a woodwork intervention facilitated by one of our trained Pupils Support Workers. • Primary 7 pupils planned a weeklong activity week session, sourcing a range of activities that they would like to take part in. To promote inclusion and to ensure that all pupils took part, school paid all transport costs for this, and staff secured a £2000 funding grant from River Kids which went towards reducing the cost for all. • A group of identified pupils visited BeechBrae for a block of 8 weeks to develop confidence and resilience as well as to improve attendance. River Kids provided funding for transport costs. • Several lunchtimes and after school clubs were established, all of which were free of charge to pupils. These included multi-sports, netball, gymnastics, crochet, dance, movies, karaoke, drawing and football. • Auditions were held for a representative to take part in the West Lothian Dance Festival. Whitdale was represented by a P6 pupil, and this was reported as an excellent experience. • Primary 7s won a range of inclusive sports equipment to be used by the whole school. This allows those who may be in need to access user friendly equipment to take part in activities. • An increased number of school bank referrals have been submitted for families to support uniform, casual and outdoor clothes e.g. activity week, outdoor learning. • The whole school took part in the Big Walk and Wheel programme recording hundreds of active journeys across the week. • The school also participated in the Mini Marathon with pupils walking, cycling, scooting 2 miles across 2 weeks. • New football strips were delivered courtesy of Arnold Clark and their programme of free sports equipment. This ensures that all pupils are provided with a kit free of charge during tournaments. • A total of 92 members of the Whitdale Community came together for the Whitdale Family Bingo Night which offered a wealth of family prizes and experiences, all of which to no cost to families. This was very well attended and positively receive <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Following audits of our nurture spaces using the inclusive classroom checklist, several changes were implements to demonstrate impact. Actions were identified to improve the environment for each space, the assessed needs of each individual pupil were reviewed, and a suite of assessments has begun to create a detailed picture of the pupils' learning gaps and take steps to support our next steps. • There has been an increase in Trusted Adult conversations with pupils confident knowing who their trusted adult is and reassured in the fact that a conversation will be facilitated if needed. The trusted adults are
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	<p>updated each term, so pupils are also confident that they can make changes.</p> <ul style="list-style-type: none"> • Almost all pupils are reporting as green across the GIRFEC indicators with any pupils reporting as amber or red cited for further investigation. The overall impact of this has been to align with teacher judgements which has allowed input from pupils reporting as Green but for whom staff are still concerned. • Senior Leaders continue to meet with families, partners, and agencies to drive forward positive wellbeing. An increased number of referrals to the Wellbeing Recovery Group, Assess and Connect, Listen and Link, School Nurse, Place2Be counselling service and the school bank have seen several families supported across the year. • Chatter Matter has expanded to include weekly pupil meetings but also opportunities for partners to host and parents to attend. This has increased the voice of the community allowing more opportunities for feedback and points to be addressed. • An increased number of classes are accessing spaces within our ELC and have reported that pupils feel calmer and more relaxed after these sessions. • An increased number of pupils can now ride a bike, having been unable to before. This life skill has been hugely impactful to the pupils involved who attribute this to the direct input of our ibike officer and her team. • Following the sports leader program, we now have an additional 20 fully trained sports leaders. The impact of this will be more lunchtime clubs available, more playground games for younger pupils, the zoning of the playground and support when setting up events. • Pupils have reported very positively about being able to take part in cluster and authority level sporting events. The impact of this has been visible with an increase in focus, concentration, and motivation to do well for their team. • Pupils and staff continue to talk about the rights of the child and there has been an increase in rights relating lessons and display articles across the school. • Following successful training, 2 of our Pupil Support Workers have been trained in Seasons for Growth. A bereavement group has been established to support children suffering grief, trauma and loss and this service has been invaluable to pupils and parents. There have been positive reports from home that families feel they can talk to their child more openly and honestly and can replicate some of the activities offered at school. Many staff attended a CLPL session which has also seen an increase in staff confidence around a challenging and sensitive subject. • A total of 5 pupils are currently engaging with our newly established Drawing and Talking Therapy program with several other pupils identified. The impact of this has been instant, with pupils able to access a trained staff member in a calm and protected environment. • Feedback on activity week was hugely impactful with many pupils experiencing something for the first time. The support from River Kids meant a significantly reduced cost and the inclusion of all pupils who were in attendance. Many challenged themselves to be brave, embraced their week outdoors, elevated levels of engagement and motivation throughout and commended by staff at the venues they visited. • Pupil engagement and motivation has increased through the introduction of new lunchtime clubs, as a direct result from pupil voice. Pupils in Primary 4-Primary 7 have been able to access free sessions
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	<p>from a trained coach and the engagement levels have been high each week with clear progress demonstrated.</p> <ul style="list-style-type: none"> Feedback from our Family Bingo Night was extremely positive with almost 100 members of our community in attendance. This allowed families to attend and participate at no additional cost, ensuring that this family night out could proceed in a calm and relaxed manner with no additional concerns for cost of the school day.
ELC	<ul style="list-style-type: none"> Staff supported children to learn about their rights using the UNCRC – ‘We have all got rights’ song. Daily feeling checks in to promote child well-being are embedded. Regular parents meeting to support child wellbeing both at nursery and at home. Consultative planning is embedded by all staff which supports how the pupil voice and interactions. Other rooms within the setting have been developed creating areas for small group play or nurture spaces Our sensory room has been developed using the audit tool. Children within the nursery have access to the school sensory room and it used regularly. Staff have regular training to support practitioner understanding of UNCRC. Staff have been promoting understanding of the wellbeing indicators using SHANARRI stickers. Every child has a personal plan that is adapted to their specific needs and interest, and a support plan is created that reflects this. Our monthly ‘Stay and Play’ family engagement sessions promote effective home/ ELC partnership working. Wellbeing check in areas have been developed throughout the nursery environment promoting through colour monster feelings. Our Indoor/outdoor room has been developed and is now purposefully used for bikes and sensory circuits. <p>Evidence indicates that:</p> <ul style="list-style-type: none"> Children are becoming more confident when talking about their emotions using the colour monster as guidance, for example I am yellow, I am feeling happy. We are receiving positive feedback from parents regarding the stay and plays and families are asking more about these. Children are more regularly accessing the indoor/outdoor room throughout the day. Children engage more in outdoor learning experiences. Children are continuing to engage with the wellbeing check in at drop off and are sharing with staff how they feel when coming in.
<p>4. To improve employability skills, and sustained, positive school-leaver destinations for all young people</p> <p>Our measurable outcome for session 2024/25 was:</p> <p>Learners will contribute to the development of an agile curriculum that prepares them for future career pathways and the world of work, placing</p>	<p>We have made very good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> STEM has continued to be a focus at school and cluster level. This academic session began with a cluster wide STEM session and Primary 7 pupils were invited to attend a showcase at Whitburn Academy. STEM is a key priority in our school improvement plan and staff have attended a cluster collaborative session to highlight STEM challenges from the classroom. Our STEM lead created a short movie which highlighted the journey of STEM across the year, evidencing strong pupil voice. This has been shared widely across the Cluster as an example of good practice. Pupils are noticeably confident talking about and using meta-skills and this language is embedded across the curriculum. Primary 6 pupils welcomed scientists to complete a DNA extraction workshop. Those identified pupils who extracted the most DNA were

<p>the human rights and needs of every child and young person at the centre of education</p> <p>NIF Driver(s):</p> <p><input 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 checked="" type="checkbox"/> Performance Information</p>	<p>invited to Glasgow Science Centre to highlight their stall to those other attendees. A total of 4 Primary 6 pupils took part in this showcase.</p> <ul style="list-style-type: none"> • Staff attended an Education Scotland webinar highlighting the tools available through My World of Work as profiling tool. All Primary 6 pupils have now created their “My World of Work” profile as they look to use this in Primary 7 as a profiling tool. • Seesaw and TEAMS continue to be digital platforms which are used to ensure that staff and pupils digital skills are maintained and further developed. • All classes have participated in Pupil Equity Funded school excursions with links to skills of life and employability such as Glasgow Science Centre, National Museum Edinburgh, and Sky Academy. • A Primary 5 Careers Fayre breakfast took place where pupils were aspirational in their choice of positive destinations. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Pupils across the school are using meta skills to talk about their learning and to make links to the wider world. There has been a significant increase in meta-skill vocabulary, references to pupil work and displays and staff confidence when teaching and developing these skills. • Staff have been able to confidently highlight STEM activities at school and cluster level and contributed a huge storyboard of STEM evidence for the latest meeting. This included pupil voice from Primary 1-Primary 7. This culminated in an excellent STEM video, highlighting the STEM journey across the school, links to meta skills and the wider world as well as real life links within learning. • Pupils reported elevated levels of engagement and excitement in Primary 6 with participation in a DNA workshop. Here, they were able to work with real scientists, make links to the wider world, extract DNA and a selected number were able to highlight this at Glasgow Science Centre. • Learners are benefitting from teacher confidence when delivering STEM related lessons. • Learners are benefitting from more interdisciplinary learning related topics that links a variety of skills and STEM learning experiences. • Learners are motivated and engaged by STEM related experiences. • Learners are benefitting from the wealth of digital technology that is available across the school with a variety of programs and software to help enhance and support learning. • Profiling has been welcomed positively with all Primary 6 pupils having created a My World of Work profile. The impact of this will allow pupils to create a record of their own journey that will follow them to high school and beyond with other pupils also creating their own profile in August 2025.
<p>ELC</p>	<ul style="list-style-type: none"> • We have taken part in regular visits within our local community. • We have devised a programme of activities to our local care home. • ELC learning are further developing independence and life skills through activities such as risky play and negotiating positive relationships • Consultative planning continues to promote and follows children's interest and enables opportunities to promote and follow children's interest and to facilitate schematic play. <p>Evidence Indicates the impact is:</p> <ul style="list-style-type: none"> • Children are benefitting from visits within the community and are beginning to talk about future careers and what is in their hometown.

	<ul style="list-style-type: none"> • Children are recreating their learning from the visits for example, the children who participated in the keep fit exercise were showing others within the ELC. • Health and Well-being tracker attainment, particularly gross motor skills for N5 have increased from previous years. • More opportunities are available to develop creativity, responsibility, and risky play. Children are accessing more areas within the setting and are becoming more confident to try new things.
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Attendance and Exclusion Data

- Whitdale Primary's attendance for the whole school cohort has surpassed last year's figures at this time and currently stands at 90.71% (last year 89.57%) This is below the West Lothian Stretch aim best case scenario of 93% but above the 90.3% national figure for 23-24 (latest published figures)
- Our Quintile 1 pupils' attendance has risen to- 24/25-89% compared with 23/24-87.68%
- We follow WL Attendance Policy Staged Interventions with parents/carers and of the Stage 2 meetings that were held in 2024-25 almost all of the targeted pupil's attendance has improved.
- Exclusions for the academic year currently stand at 1. Across West Lothian's 67 Primary schools there were 45 exclusions.
- Pupils, teachers, and parents are far more aware of our attendance statistics and goals. These are shared at every INSET session. Attendance figures and stretch aims are a constant feature on parent communications and the pupils have been involved in making an attendance video which is shared at every assembly.
- Use of the School Avoidance Survey with both children and parents has ascertained the key issues and the results have tailored interventions and informed bespoke referrals.

Engagement with parents and other stakeholders

- There are several different ways in which we engage with parents and other stakeholders. There is regular communication via Group Call, School Website, Newsletters, SWAYS, parent's evening, and end of year reports.
- Parents are invited to complete the annual ETHOS survey. There are also opportunities to complete feedback surveys at stage assemblies, stay and play and parental engagement sessions. Parents and partners were invited to participate in focus groups with our Validated Self-Assessment (VSE) in November 2024 and this was well attended.
- We have an active Parent Council who meet regularly, all parents and carers are welcome to attend. We have several parents who are PVG checked and are therefore invited to attend and support on school trips.
- We support any parent looking to apply for a PVG and continually seek to increase our numbers. We highly value engagement with parents and stakeholders and continually look for opportunities to involve our community in the life of the school and to work with our pupils.

Our Wider Achievements this year have been:

We have continued to focus on themes throughout the year and participated in Health Week, STEM Cluster challenge, Fairtrade Fortnight, World Book Day. Recruitment of an additional 32 Reading Ambassadors who were interviewed and recruited by existing ambassadors.

Each stage continues to participate in Author's Live events across the year.

A School Team participated in the community Rotary Quiz.

Primary 6 participation in the heats of the West Lothian Euro Quiz. This year we entered two teams.

A group of 20 Identified Primary 6 pupils have undertaken a 4-week Sports Leader program with Active Schools and have now established lunchtime clubs.

All classes have enjoyed outdoor educational excursion, fully funded by PEF.

GLEE Club continued and performed at Hamilton Town Hall, winning the Spirit of GLEE award which is awarded in recognition of the GLEE club which best embodies the spirit of GLEE by showing kindness, support for other teams and valuing the experience of being part of a competition.

The successful girl's cross-country team of the previous year got the opportunity to travel and compete the West Lothian Cross Country Championships.

Primary 7 took place in a Happy Place workshop to support emotions.

Pupil voice has led to the implementation of lunchtime and after school clubs. We ran GLEE Club, Multi-Sports form Primary 4 and 5, Gymnastics for Primary 6, Football for Primary 7, Netball for Primary 7, and football for Primary 1 which is run by Primary 4 pupils with an adult overseeing. We also have movie club as well as clubs for sewing, reading, chess and deaf awareness.

Whole School participation in Sumdog and Language Nut online competitions.

End of term Church Services led and supported by pupils with a hybrid of Church visits in person and welcoming the team to our school.

We have ensured Charity Awareness for causes such as Children in Need and Comic Relief which resulted in a huge family disco to raise awareness with pupils This was very well attended by many families.

We have continued to collect food donations for the local food bank during dress down days, however this is optional and there is no obligation to do so. All pupils are still invited to dress down free of charge.

Outdoor learning opportunities have continued with identified pupils attending weekly sessions with Kids Gone Wild and every class getting the opportunity to take part across the year.

Primary 4 have enjoyed working alongside NYCOS for singing.

Ibike partnership has continued, and we have received several new bikes and helmets as well as two large storage containers to make accessibility even greater. This session our ibike officer has managed to work with every class across the school in a variety of ways such as scooting sessions, learn to ride and led cycles as well as running an outdoor activity day for Primary 5 at Polkemmet Park.

Maths Club as continued to run and remains supported by S5 pupils which ensured challenge through Maths.

Chatter Matters has continued to promote pupil voice and has been extended to include parents and partners.

Regular Friday Disco Sessions have been introduced through pupil voice which increases mental wellbeing, ends the week positively for pupils and has reduced incidents in the playground.

Interventions continue for identified pupils who attend The Larder, this has been very well received by pupils and parents.

Regular wellbeing meetings to support learners and their families with emotional regulation.

Monthly house assemblies are now embedded within the diary with pupils and staff earning WhitQuids across the month for their house.

We achieved an award in the West Lothian Council Creativity in Literacy and Numeracy Competitions 2025.

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

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

How good is our Early Learning and Childcare? The quality indicators* evidence that:

1.3 Leadership of change	Very good
2.3 Learning, teaching, and assessment	Very good
3.1 Ensuring wellbeing, equality, and inclusion	Very good
3.2 Securing children's progress	Very 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)