

St Mary's Primary School and Nursery Class, Bathgate



PROGRESS REPORT FOR SESSION 2024/25

(Standards & Quality Report)

**St. Mary's Primary School and Nursery Class
Whitburn Road
Bathgate
EH48 2RD**



ABOUT OUR SCHOOL

St. Mary's R.C. Primary School is a large denominational school serving the community of Bathgate. The school roll in session 2024/25 was 325 pupils arranged in 14 classes and a nurture class. The school has a nursery class which opened in April 2021 and this is housed in a separate building within the school's grounds. The nursery has capacity to provide a care service to a maximum of 64 children, with no more than 10 aged 2-3 years old, full day Monday – Thursday during term time, to support the Scottish Government requirement of 1140 hours of early learning and childcare provision. The school and nursery enrolls pupils from a wide catchment area and our Pupil Equity Funding in session 2024/25 amounted to £76,680.

The school is staffed by a Head Teacher, Depute Head Teacher, Principal Teacher, 19 Teachers (full and part time) and 1 full time Support for Learning Coordinator. Non Class Contact Time (NCCT) is currently delivered using 3 of these staff members who develop learning and teaching within various areas of the curriculum. There are 9 Pupil Support Workers (PSWs) deployed across the school to support children with identified learning needs and to support whole school working. The nursery is staffed by 1 Early Years Officer, 6 full time and 2 part time Early Years Practitioners (EYPs) and 1.5 PSWs. There is an Administrative Assistant and a Clerical Assistant.

The school works in partnership with St. Kentigern's Academy and cluster primary schools as well as the Parish of St. Mary's and St. Columba's, the Parent Council, PTA and wider parent forum. St. Mary's has a very good reputation within the local community and enjoys strong links with a number of local organisations. These partnerships strengthen our collaborative working and capacity for improvement.

The school vision, values and aims are revised and updated regularly, in consultation with pupils, parents, partners and staff. Our vision, values and aims underpin the life and work of the school, they display our commitment to Gospel values and continuous improvement in all areas. A key driver for improvement has been the continuous development of Health and Wellbeing and the promotion of a trauma informed, supportive, inclusive environment which promotes excellence and equity. Staff work collaboratively with parents and partners and are committed to continuous improvement in order to maintain high standards of care, welfare and learning for all our children and families. The school also runs a successful breakfast club which is well attended by the children.

Our pupils, staff, parents and partners are involved in self-evaluation to identify our priorities for improvement. The continuous development of learning, teaching and assessment, as well as teacher professionalism, ensures these priorities progress. Analysis of data provides further evidence to develop our curriculum in line with Curriculum for Excellence and guide our strategy to raise attainment for all, in particular for those who may experience disadvantage through child poverty or for other reasons.

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.</p> <p>To raise attainment, especially in literacy and numeracy</p> <p>Our measurable outcome for session 2024/25 was to ensure innovative learning experiences which meet individual needs, through intelligent use of formative and summative assessment data, and informs effective differentiation</p> <p>NIF Driver(s): xSchool 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 good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Collaboratively identified and created assessment overviews for each stage and these have been added to our Assessment Framework. All teachers use these overviews to plan for assessments which support progress in learning. • Improved differentiation in learning opportunities through a series of Career Long Professional Learning (CLPL) and individual professional enquiries. • Teaching staff agreed common approaches for the provision of feedback to pupils through CLPL and collaborative activities. These improve consistency, particularly in literacy and numeracy / maths, aiming to improve pupils' ability to identify strengths, weaknesses and areas for improvement in order to progress more effectively in learning. • Improved capacity of teachers to assess and improve the learning of pupils with complex needs. Where appropriate, in classrooms and in our small group setting, the TEACCH approach is used effectively for identified individuals. • Introduced new SMART targets system to ensure appropriate supports are in place for children who are not achieving the national expectations and these are reviewed regularly. • New, updated curriculum workshops for parents of children in key stages (P1,4,7) enhanced family understanding of, and ability to, support learning at home. <p>Evidence indicates:</p> <ul style="list-style-type: none"> • Primary 1: Most attaining expected levels in reading (86%), writing (86%), listening and talking (86%), and numeracy (86%). • Primary 4: Most attaining expected levels in reading (83%) and writing (83%), almost all in listening and talking (93%) and Numeracy (91%). • Primary 7: Almost all attaining expected levels in reading (93%) and listening and talking (98%), most in writing (89%), and in numeracy (80%). • Numeracy attainment in P1 (84%), P4 (89%) and P7 (89%) broadly aligns or is higher than WL stretch aims (85.5)%. Combined Literacy attainment in P4 (78%) and P7 (89%) broadly aligns or is higher than WL stretch aims (80%). • Though our quality assurance programme: <ul style="list-style-type: none"> -Minutes of planning meetings evidence higher quality assessments in core areas -lesson observations evidence that learning was differentiated in at least one area: process, content, product or environment • Improved consistency of approach to feedback in all classes using WL Core and Genre Writing targets, as well as WL Reading targets. • In Listening and talking, there is a more consistent approach to peer feedback in individual presentations. • In Numeracy, the 'Ladder to Success' is being used more consistently to support feedback. • Effective IEP and SMART targets ensure incremental improvements in learning are planned for and achieved. • Across all stages, pupil engagement in Literacy remains strong with a cumulative school-wide engagement rate of 85%.

	<ul style="list-style-type: none"> Pupil engagement in Numeracy remains consistently high across all year groups with a cumulative school-wide engagement rate of 92%. As a result of our P1, P4 and P7 curriculum workshops, most all parents/carers report feeling more confident in supporting their child with their learning and all parents/carers report having a better understanding of their child's learning at school. Teachers demonstrate a high level of confidence in using the TEACCH approach when and where appropriate. All teachers showed a raised level of confidence to differentiate by making adaptations to process and in new assessment procedures Our whole school attainment data shows:
<p>ELC</p> <p><i>All children to achieve their full potential in Numeracy and Literacy</i></p>	<p>What we did</p> <ul style="list-style-type: none"> Embedded and refreshed responsive planning approaches across the setting, strengthening opportunities for children to develop skills in literacy, numeracy, and health and wellbeing. Enhanced staff understanding of West Lothian Progression Pathways to inform high-quality planning, learning, and assessment. Used WL Early Level Tracker data to plan for progression, inform next steps, and support continuity in learning for individual learners and the setting as a whole. <p>Evidence of Impact:</p> <ul style="list-style-type: none"> Literacy: Almost all N5 children demonstrated sustained and measurable progress across all areas. Children progressed to 'achieving' or 'working towards' in the following areas: <ul style="list-style-type: none"> -Rhyming words: increased from 38% to 95% -Syllable identification: increased from 56% to 84%. -Storyline development in play: Increased from 75% to 90%. -Across all other literacy statements, all children are achieving or working towards, with no children recorded as "not yet" progressing. Numeracy: Consistent progression observed across all numeracy trackers: <ul style="list-style-type: none"> -Subitising: increased from 61% to 95%. -2D/3D shape properties: increased from 86% to 100% achieving or working towards. High-quality observations recorded in Learning Journals evidence learning and demonstrate clear links to planned learning and progression across the curriculum.
<p>2.</p> <p>To close the attainment gap between the most and least disadvantaged children</p> <p>Our measurable outcome for session 2024/25 was to ensure innovative learning experiences which meet individual needs, through intelligent use of formative and summative</p>	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> The school was awarded £76,680 of Pupil Equity Funding (PEF). The new PEF planning tool was used effectively to identify gaps for learners impacted by poverty, to plan and design interventions to support them and to gather evidence of the impact on their learning. All targeted pupils identified in our PEF plan have shown clear progress in Literacy, Numeracy, and Wellbeing through our effective PEF interventions. Each learner has either made sustained improvements or fully met their targets. 17 priorities were planned and 76% of these priorities were fully achieved with 18% making good or better progress (6% moderate progress and 6% made no progress). PEF funds were used effectively to provide pedagogy support in Literacy. Staff participated in training to further improve literacy approaches and interventions.

<p>assessment data, and informs effective differentiation.</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>	<ul style="list-style-type: none"> • PEF was used to fund a school Family Link Worker (FLW) and two additional Pupil Support Workers (PSWs) to help support the needs of identified learners. • To support our target of closing the attainment gap, this year's interventions have prioritised: improving attendance; supporting social and emotional wellbeing; addressing literacy gaps; and enhancing opportunities for wider achievement. Key examples include: FLW took a strategic lead in monitoring and promoting attendance through collaboration with families; the establishment of quiet clubs during break and lunch times to support emotional regulation; targeted pupil groups around emotional wellbeing and tackling anxiety; supporting family learning through coffee mornings for vulnerable groups and interactive family learning opportunities around supports such as healthy cooking/eating and mental health. Other examples include engaging a Literacy Pedagogy Officer to support our implementation of Literacy Hour as an early intervention to target gaps in attainment; and the delivery of daily after-school clubs led by a PSW to promote engagement and wider achievement. • We have strengthened our systems and approach to data analysis to ensure that equity is at the heart of our practice through data dialogue sessions and further development of systems and procedures. • We have invested in building leadership capacity through the Leading Equitable Schools approach which supports sustainability for equity. • A range of partnerships are helping us to tackle the poverty related attainment gap including the Inclusion Support Service (ISS), Educational Psychology Service (EPS), Social Services (SS), Domestic and Sexual Assault Team (DASAT), St Vincent de Paul (SVdP), and the School Uniform Bank. • Reducing the cost of the school day is part of our core business in school. Our Cost of the School Day strategy is reviewed regularly with the Parent Council and is available for parents to refer to on our monthly Sways. Our kindness cupboards in school and nursery are well resourced through our partnerships with local supermarkets and SVdP and they are well used. Our FLW ran a weekly 'Kindness Corner' to support families with food, household items and clothes. A glow form is used to allow families to discreetly seek financial support and we have a number of families benefiting from this on a weekly basis. <p>Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:</p> <ul style="list-style-type: none"> • Almost all pupils impacted by poverty are making steady progress in their learning. Those who are currently not on track to achieve national expectations have SMART targets in place and are making measurable gains towards meeting them. • Learners in our small group setting showed developmental improvements through interventions. • Attendance of our targeted group has improved by 3.1%. • Children involved in targeted intervention groups with our Family Link Worker (FLW), through the use of Kit Bag, increased their confidence in talking about and understanding of their emotions. Targeted children who engaged in our anti-anxiety group reported feeling less anxious due to the intervention. • Supports offered by our FLW were welcomed with all parents reporting help was beneficial in the following areas: supporting child's attendance; ensuring child has uniform; sourcing food and
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	<p>gifts (e.g. at Christmas and Easter) for child; pastoral / emotional support at coffee mornings; family learning sessions.</p> <ul style="list-style-type: none"> After school club participation levels for our targeted children were as follows: all targeted P1 pupils; most of the targeted pupils in P5 and the majority of in P2, P3, P4, P7, although less than half of the targeted pupils in P6 attended a club. Staff followed up non-interest / attendance to try to encourage all.
<u>ELC</u>	<ul style="list-style-type: none"> Staff continue to model and support positive relationships through everyday interactions and interventions. Staff show respect and consider dignity at all times with children and families. Our team are experienced, trauma informed and have a very good awareness of child development and neurodiversity and this has been supported by continued professional learning. Staff discuss milestones and any concerns parents may have relating to child development for every child from the enrolment process. They also support parents/carers and families in supporting child development through focused family learning sessions, stay and play opportunities, nursery matters and parent/carer consultations. To support more targeted interventions, including children who are care experienced, the CPM and IEP process is used, using a multi-agency approach, to support individual children. Referrals to partner agencies are made where relevant. Parents/carers have access to the primary school FLW worker who can support families out with the nursery setting and has a wide range of resources to offer families. We also have the support of St Vincent De Paul, local supermarkets and the neighbourly scheme to resource our kindness cupboard. This offers food, toiletries and clothing to families in a discreet manner. Parents/carers can also request items via a QR code to respect privacy.

<p>3.</p> <p>To improve children and young people's health & wellbeing</p> <p>Our measurable outcome for session 2024/25 was to ensure innovative learning experiences which meet individual needs, through intelligent use of formative and summative assessment data, and informs effective differentiation</p> <p>NIF Driver(s):</p>	<p>We have made good progress.</p> <p>What did we do?</p> <p>The health and wellbeing of all learners remains central to our school's vision, ethos, and strategic priorities. We adopt a holistic and staged intervention model, firmly grounded in nurturing principles and underpinned by a shared, whole-school commitment to Getting It Right for Every Child (GIRFEC). Our approach reflects an inclusive ethos that values equity and personalised support, ensuring that all learners feel safe, included and ready to learn. Over the session, we have strengthened our inclusive practices and responsive supports through the following targeted developments:</p> <ul style="list-style-type: none"> Established an Inclusion Support Model (ISP) lead role to provide strategic and operational oversight of supports for children with additional needs. This role has led the development of bespoke programmes and targeted interventions, including Pupil Passports, Kitbag, Zones of Regulation, as well as emotional literacy groups for identified learners in P3 and P7. Effective collaboration between key staff ensures a coherent and consistent approach to support. Strategies such as de-escalation planning and shared pedagogical approaches are embedded to meet the individualised needs of learners.
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<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>	<ul style="list-style-type: none"> • Our HWB Mini Champs have demonstrated strong leadership and pupil voice within the St Kent's cluster. They engaged in meaningful consultation and collaborative working with Sustrans to: evaluate and improve access to our school; contributed to authority-wide wellbeing messaging by designing a multi-agency support poster; and the development of the WLC Supporting your Wellbeing app. They also gathered data about walk-a-mile to inform future improvement planning across the cluster. • Internally, the Mini Champs have led improvements in our playground environment. Using participatory approaches and feedback from learners, they influenced the development of our outdoor spaces, including the introduction of two new sets of football nets, new playground markings, basketball hoops, and enhanced resources such as a mud kitchen. In a further example of innovative partnership working, they initiated a new collaboration with West Lothian Criminal Justice Team to assist with site development, involving heavy lifting, weeding, and surface levelling out of school hours. • To better support sensory regulation, we have embedded sensory trails for identified pupils across all classes. • Classrooms, including shared spaces like the gym hall, are equipped with refreshed regulation stations and sensory boxes, ensuring consistent access to co-regulation tools across the school. • A revised Positive Relationships Policy has been co-produced by a guiding coalition of school staff, pupils and families. This work reflects our school vision and our trauma sensitive, inclusive and restorative approach to promoting positive relationships. • The LEANs resource has been integrated into our HWB planning to enhance pupil understanding of neurodiversity. Class teachers are using this to support inclusive and empathetic learning environments, fostering positive attitudes and understanding among peers. • Our curriculum offer is increasingly responsive, inclusive and underpinned by practitioner enquiry. Staff continuously reflect on learner needs and adapt experiences accordingly, ensuring a differentiated and equitable experience for all. • Our small-group setting, 'The Busy Bees', promotes a highly inclusive, nurturing ethos and creates a safe base which fosters close, trusting relationships between staff and learners. This environment supports all aspects of wellbeing: social, emotional and academic. This builds confidence, self-respect, and a sense of belonging through: <ul style="list-style-type: none"> -Prioritisation of peer-to-peer interactions and social skills, including sharing, empathy, manners and participation; supporting children to thrive within the small group setting context and aligning with Scottish Government's presumption of mainstream strategy and inclusive practice. -Use of the TEACCH approach, alongside small-group teaching, allows for highly differentiated numeracy and literacy support. -Affording each pupil the time and space to actively listen and be listened to, reducing barriers to learning and promoting confidence in communication. This increases their engagement, self regulation, and readiness to learn, resonant with Nurture Principle 5: All behaviour is communication. -Positive staff role-modelling, creating an environment of mutual respect and warmth.
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	<p>Evidence indicates impact as follows:</p> <p>As part of our ongoing commitment to wellbeing, equity, and inclusion, we utilise evidence-based tools to inform our practice. This year, all Primary 6 and Primary 7 pupils completed the SHINE survey, providing rich data on pupils' physical and emotional wellbeing, as well as their engagement with school life. This data has been integral to shaping our curriculum and ensuring responsive interventions aligned to learner need. Key insights and subsequent actions include:</p> <ul style="list-style-type: none"> • 93% of our P6 and P7 learners reported excellent health. This represents a strong overall indicator of wellbeing. However, disaggregation of the data revealed that P7 girls scored comparatively lower. As a result, targeted supports were implemented, including tailored curriculum inputs and additional wellbeing supports throughout the session. • Pupil happiness and satisfaction with school life showed marked improvement, with the 'school satisfaction score' rising to 9/10, our most significant gain. This reflects the impact of our efforts to foster a positive, inclusive school ethos and promote meaningful learner participation. • The incidence of low mood among learners decreased significantly. Previously, 16.5% of pupils reported low mood. This session, that figure was too low to register for P7 girls, P7 boys, and P6 girls. While P6 boys recorded 15%, this remains substantially below the national average (typically over 25% for girls). • A notable achievement this session was pupil perceptions of school. The percentage of children who reported liking school 'a lot' or 'a bit' rose from 71.5% to 91%, positioning us well above the Scottish national average of 75%. This is a clear indicator of the success of our inclusive and pupil-centred approaches. • In relation to self-confidence, 63% of pupils reported that they 'always feel confident', a significant increase from 21% the previous year. Notably, this was the first year in which no pupil reported 'never' or 'hardly ever' feeling confident, highlighting the effectiveness of our nurturing and emotionally literate practices. • While we recognise "zest for learning" as an area for ongoing focus, we are encouraged by progress and improvements in scores in this domain. We will continue to embed active, pupil-led learning approaches to sustain and build on this improvement. <p>These outcomes provide compelling evidence that our ongoing strategic focus on wellbeing, personalisation and equity is having a demonstrable impact.</p> <p>We place high value on collaborative partnerships with families and actively seek the views of our wider school community to inform school improvements. This year's parent and pupil ethos surveys have provided robust evidence of the strength of our inclusive culture and the positive relationships we continue to foster. Results from our most recent parent/carer survey indicate high levels of trust and satisfaction:</p> <ul style="list-style-type: none"> • 98% of parents/carers feel their child is safe at school, exceeding the West Lothian average of 96%. This affirms our continued commitment to nurturing, safeguarding and wellbeing • Additional strengths highlighted by parents include: -Timely communication regarding their child's progress
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	<ul style="list-style-type: none"> -The school's proactive approaches to reducing the cost of the school day, removing financial barriers to participation -Staff being approachable and supportive, enabling strong two-way communication -Parents feeling well-informed about school events and the life and work of the school <p>These indicators reflect the strength of our relationships, transparent communication systems, and ongoing efforts to promote equity and access. Parental feedback also highlighted key areas for ongoing development:</p> <p>Pupil ethos responses this year demonstrated improvement across all 20 survey questions, clearly reflecting the effectiveness of our inclusive and learner-focused approaches. Particular areas of strength identified by pupils include:</p> <ul style="list-style-type: none"> • Most pupils report that learning is enjoyable. • Most pupils feel they are progressing well in their work. • There is a strong sense of learner agency, with most pupils reporting they have a say in how they learn and how learning experiences can be improved. • Almost all pupils are confident that their rights are taught, promoted, and protected within the school context, aligning with our UNCRC-informed practice. • Almost all pupils indicated that financial costs do not prevent participation in wider school activities, confirming the impact of our work around the cost of the school day. • Almost all learners felt they are well-supported in learning about healthy choices and developing lifelong wellbeing skills. • Overall satisfaction: High levels of overall satisfaction provide a strong indicator of a positive and inclusive school climate. <p>This feedback underscores the positive impact of our inclusive pedagogy, strong focus on wellbeing, and commitment to learner voice. These insights, and our identified next steps, will continue to drive improvement as we plan for deeper engagement with families, a broader offer of family learning opportunities, and increased stretch and challenge for all learners.</p>
<p>ELC <i>For all children to be nurtured and supported and to feel safe and secure in their daily nursery experience</i></p>	<p>What we did</p> <ul style="list-style-type: none"> • Collaborated with parents/carers to co-design more inclusive drop-off/pick-up routines with improved opportunities for handover discussions. • Increased the number of children receiving a free school meal, thereby reducing the number of children bringing packed lunches by engaging with families about healthy eating. • Increased children's awareness and understanding of healthy food choices. • Delivered targeted Family Learning sessions on food and nutrition to promote positive mealtime experiences for children aged 2–5. • Strengthened community partnerships (Neighbourly scheme, St Vincent de Paul) to ensure equitable access to nutritious food via the Kindness Cupboard. • Personal plans improved to capture individual needs and multi-agency support (health visitors, SaLT); new 'strategies' format embedded to promote progression and regular review with parents/carers.

	<ul style="list-style-type: none"> Ongoing quality assurance by ELCASM and Head Teacher ensures effective and consistent use of personal plans to support wellbeing and progress. <p>Evidence of Impact</p> <ul style="list-style-type: none"> Parent/carer feedback indicates that all respondents feel included and valued in their child's ELC experience. Most of our children now access a nutritious lunch provided by the school kitchen, with a significant reduction in packed lunches from home. Children making informed, independent healthy choices regarding their food, demonstrating increased self-regulation. Almost all children report high levels of enjoyment at lunchtime, with preferences for healthy options. The Kindness Cupboard is well used; families can discreetly access support via a QR code, preserving dignity and promoting inclusion.
<p>4.</p> <p>To improve employability skills, and sustained, positive school-leaver destinations for all young people</p> <p>Our measurable outcome for session 2024/25 was to ensure innovative learning experiences which meet individual needs, through intelligent use of formative and summative assessment data, and informs effective differentiation</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 good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> A whole-school Meta-Skills Framework has been implemented to support the development of essential skills for learning, life, and work. All classes now engage in cross-stage 'Meta Moments' once a week, providing structured opportunities to focus on at least one key meta-skill. These are planned collaboratively, with pupil voice driving the learning experiences, and adapted to suit different stages. Each class also carries out 'Meta Time' two to three times a week, focusing on the whole-school meta-skill. Pupils reflect on their progress at the end of each block using meta skills self-reflection, setting personal next steps. Meta Skills are celebrated and shared weekly at school assemblies and on our monthly sways. Meta Skills Development has been added to Snapshot Jotters, allowing pupils to link their leadership responsibilities to key skills and reflect meaningfully on their contributions and next steps. Our positive recognition and reward systems have been refreshed to align more closely with pupils' development of meta-skills, promoting consistency and celebrating skill-based achievement. A successful Careers Fair was held for Primary 5–7 pupils, offering insight into a wide range of careers and helping children understand how meta-skills apply in the world of work. <p>Our pupil leadership groups continue to play a vital role in developing skills for learning, life and work.</p> <ul style="list-style-type: none"> Teachers show an increased level of confidence in incorporating meta skills during meta time and in integrating meta skills across the curriculum. Numeracy Mini Champs joined the West Lothian Numeracy Mini Champs network. As part of their leadership role, they designed and delivered engaging lessons to Primary 2 and 3 using a 'Maths Through Stories' approach, building both their numeracy and presentation skills while raising attainment in early years maths. Literacy Mini Champions participated in the WL Literacy Mini Champs network, collaborating with peers across the authority to evaluate and improve reading and writing experiences. They led a school-wide review of our literacy environment and introduced book boxes in

	<p>communal spaces to encourage informal reading opportunities. The group also shared insights with the wider West Lothian cohort on how authority-wide literacy priorities are impacting our learners.</p> <ul style="list-style-type: none"> • Active Sustainable Travel Champions from P6 and P7 took part in the Active Sustainable Travel project, exploring ways to reduce environmental impact through healthier travel choices. Two pupils represented our school at a showcase event at West Calder High School, developing key communication and advocacy skills as they shared their learning and ideas for promoting sustainable travel within our community. • The Participatory Budget (PB) Group / Pupil Council led a fully democratic funding process involving pupils, parents, and staff to allocate £2,300 in PB funding. The majority chose to subsidise school trips, ensuring equitable access for all pupils, including full or partial funding for the P7 residential. The group is now leading on our 'Pilgrims of Hope' journey, working to establish a Garden of Hope—a pupil-led wellbeing and reflection space that will benefit the whole school community. • Our Eco Team, supported by the Busy Bees and our Nursery pupils, took meaningful action in the fight against climate change. In partnership with West Lothian Council's Parks and Woodland Officers, they planted trees in our school orchard and supported the Climate Smarter Action initiative with Primary 6. This work has increased climate awareness and sustainability literacy across the upper school. All learners have had opportunities to engage in planting, cooking, and food tasting, building practical, life-relevant skills. • Inclusion Ambassadors led the co-creation of our new school vision poster, now proudly displayed and referred to daily in every classroom. This work empowered pupils to reflect on and shape the values that guide our learning community, promoting a sense of belonging, equity, and ownership. • Our Rights Respecting Schools (RRS) Group continued to embed the UNCRC into daily school life, supporting learners to understand and act on their rights and responsibilities as global citizens. They labelled communal displays with relevant rights to raise awareness. They also developed an action plan which will be used to apply for Gold accreditation in session 2025-26. • The Digital Leadership Team organised school iPads so that they could be used more widely across the school to enhance learning experiences. Our P6 Digital Leaders became 'Digital Buddies' to support younger children with using the key features of Adobe Express. • STEM Ambassadors took a leading role in driving our school's STEM agenda, actively engaging with the Climate Smarter Project and supporting the development of Young STEM Leaders. Through these initiatives, pupils explored real-world environmental challenges and developed leadership, problem-solving, and collaboration skills within a STEM context. • Our 1+2 Language leadership group supported the delivery of the 1+2 curriculum by promoting the national Language Nut competition. They also organised activities for all classes to take part in during Scottish Languages week. Two representatives from the leadership group attended the West Lothian's Language ambassador session. • Our Laudato Si Group worked to put faith into action, leading initiatives rooted in stewardship, sustainability, and social justice, in line with our Catholic ethos.
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	<p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Meta skills development is evident in planning, class observation records and monthly Sways. • Almost all P5-7 learners who attended the careers fair felt it allowed them to learn about a job they may want to do in the future and the meta skills that are important to develop. • Most P5-7 learners who attended the careers fair said that it inspired them to think about a potential career path they would like to pursue in the future. • Increased ‘zest for learning’ through improved initiatives and opportunities.
<p>ELC <i>All children to experience a variety of learning experiences which develop skills for learning and life, within and out with the nursery environment.’</i></p>	<p>What we did</p> <ul style="list-style-type: none"> • Hosted a well-attended Curriculum Evening, supporting parents/carers to understand learning at nursery and how to use Learning Journals at home. • Introduced Adventure Ted which encouraged home engagement with Learning Journals, supported by a QR code for easy access. • Offered Stay and Play sessions with ‘take home’ activities and guidance for parents on extending learning at home. • EYO led CLPL on schematic play to enhance practice within the team. • Embedded schematic play in planning; staff demonstrate sound understanding of schemas to support individual learning pathways. • Resources sourced to develop body control and coordination as a result of environmental audits. • Strengthened children’s connection to the local community through regular visits to local care home, library, shops, park, and nature reserve. • Provided parents/carers with opportunities to contribute to nursery life, sharing their roles and experiences through nursery visits and events. • Continued to offer Stay and Play, Nursery Natters, Family Learning opportunities, and roles for parent helpers. <p>Evidence of Impact</p> <ul style="list-style-type: none"> • Positive parental feedback received following the Curriculum Evening evidenced that parents felt the evening was informative and they learned how to support their child in their nursery journey. Parents provided next steps – they wanted to learn more about the nutritional value of meals and this was followed up with cooking classes. Wanted to learn more about language development (EAL) and learning journals • Almost all parents/carers engage with their child’s online Learning Journal; targeted support continues to be provided for those not yet accessing it. • Children confidently share their home learning photos during the Learning Journal and Adventure Ted sessions, using the Promethean Panel. • Use of digital technologies increased by introducing use of QR codes at Stay and Play sessions, as well as sharing home learning through learning journals. • Parent interactions on learning journals increased from 62 to 196 over the academic session. • Achievement in (green) ‘Can display a range of gross motor skills has increased from 29% to 95% check.

	<ul style="list-style-type: none"> • Consultative planning consistently includes children's voice, evidenced through planning documentation. • Feedback is actively gathered and responded to through a 'You Said, We Did' approach, promoting continuous improvement in family engagement. •
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Evaluative comment on school's attendance and exclusion data required.

- Attendance has improved from 93.2% for 2023/24 to 93.3% for 2024/25 through a strategic and targeted approach, however, this is below the WLC stretch aim of 93.9%.
- Exclusion rates are broadly in line with the WLC average.

Evaluative statement on the effectiveness of the school's engagement with parents and other stakeholders in improvement planning and on reporting school performance.

Partnership work with all stakeholders, including parents and carers, the local community, third sector, public sector and business organisations, is based on mutual trust and respect. Engagement and communication is regular, structured, supportive and efficient. All partners demonstrate high levels of commitment to improving outcomes for our learners, particularly for our most vulnerable families. We involve parents, carers and partners in joint planning and evaluation, as well as shaping policy and services to improve positive impact on children. Through effective partnership working we have improved our learning provision and secured positive impacts for children and families in our community.

Developing in Faith: Serving the Common Good

- Our school vision, values and aims, developed collaboratively with pupils, parents and staff, reflect many of the core Catholic social teaching principles and are regularly communicated to parents / carers in many ways including through our monthly Sway, P1 Induction evening and parent workshops. Our vision, values and aims are embedded in school life and are revisited and referred to in classes on a daily basis, at assemblies and in RE lessons. Children are encouraged to act as responsible and caring members of the community and our restorative approach supports and promotes this.
- Religious Education is well planned and delivered throughout the school using 'This is Our Faith'. Our children are encouraged to reflect on Gospel values and explore real-world issues through the lens of Catholic social teaching. This is particularly evident in our approach to reducing the Cost of the School day, through our on-going charity work and work with partners including St Vincent de Paul and Meadowvale Care home.
- Our use of 'God's Loving Plan', particularly in the upper primary classes, connects scripture with Catholic social teaching, through our pupils' development of healthy and respectful attitudes to their bodies and relationships.
- Our wider curriculum supports the development of children as responsible citizens and global stewards with interdisciplinary learning.
- Pupil leadership groups, e.g. ECO, Pupil Council, Participatory Budget, Playground Development, Laudato Si, Inclusion Ambassadors and HWB mini champs, all connect with Catholic social teaching themes including the call to family, community and participation, the importance of rights and responsibilities and care for God's creation.

- All pupils have been called to become Pilgrims of Hope in this jubilee year, 2025, reflecting and taking positive action to improve our relationship with God, our relationship with others and our relationship with the environment. Some classes have already embarked upon their own pilgrimage to celebrate Mass in our local parish, with parishioners, and we are working collaboratively to plan and develop a 'Garden of Hope' within the school grounds.
- The school has strong partnerships with businesses, supermarkets and local charities who support our school community. Families are regularly invited to contribute to food banks, clothing drives and community events. Our school and nursery kindness cupboards are an example of our community fostering moral agency and civic responsibility.
- Charitable activities help children to link acts of giving and kindness with the Gospel calling to serve others. Examples of this include: on-going activities with Meadowvale Care home, One Shirt One Month awareness raising and fundraising, our partnership and community work with St Vincent de Paul, Wear Red Day and fundraising for SCIAF and Missio. These links and partnerships directly refer to our Christian vocation to 'love your neighbour'.
- Pupils take active leadership roles, putting faith into action in many ways, e.g. prefect jobs, buddy systems and peer mediators. In particular, children involved in the Pope Francis Award are learning to put the gifts of the Holy Spirit into action in school, at home and in the parish. Pupils are encouraged to understand that small, everyday actions reflect their awareness of how Jesus calls us to use the gifts of the Holy Spirit. They are also guided to develop a deep respect for all of God's creation and to value the gifts He has given us.
- Staff invite speakers to talk to children, linked to charitable work, social justice and opportunity for all, and this is followed up with class-based reflection and discussion. They provide real-life context and deepen pupils' understanding of Catholic social teaching. This year speakers have included members of the local SVdP group, Aberlour Children's Charity (One Shirt One Month), Young Carers and parents, through our Careers Fair.
- Scottish Catholic Education Week was marked through a whole-school assembly focused on the theme of faith, learning, and love in action. Pupils reflected on Gospel values and how they can live these out in daily school life.
- Prayer and reflection are on-going features of daily class practice, school assemblies and staff in-service days, in order that we, as a faith community, can deepen our relationship with God, foster spiritual development and instil positive habits and values. As well as providing opportunities for collective worship and reflection in the Catholic faith, we are a very diverse school community and enjoy learning about other faith practices, celebrations and traditions.
- The liturgical seasons of Lent and Advent are planned to include whole-school experiences involving liturgy, almsgiving and prayer. Children participate in Masses, services and devotional practice including Stations of the Cross.
- There is clear evidence that pupils understand the importance of working for the common good and show this through their actions. Behaviour around the school reflects mutual respect, and older pupils model servant leadership.
- St Mary's Primary is excelling in its mission to serve the common good. Through a faith-filled education grounded in Catholic social teaching, the school equips its pupils with the values, knowledge and skills to be compassionate and responsible members

of society. Our commitment to social justice, community engagements and Gospel values is clear and impactful.

Our Wider Achievements this year have been:

- P6 pupils represented our school in the WL heats of Euro Quiz, ranking 9th out of 119 teams, a great achievement!
- P7 pupils participated in the Bathgate school's football festival, displaying great skill and talent.
- We participated in the Bathgate school's netball festival and won a game. The team then played in the WL wide netball tournament at West Lothian College.
- One pupil took part in the WL schools swimming time trials, earning a gold and silver medal, and resulting in qualification for the national final.
- A range of teams participated in the Bathgate Procession festival fortnight events and we celebrated a fantastic winning streak: 1st place in potted sports, 1st place in 5-aside football and 2nd place in the swimming gala.
- Almost all of our Primary 7 pupils completed level 1 and 2 Bikeability training, with a few children participating in an introductory 'Learn to Ride' session.
- We hosted visitors from the Celtic FC women's team. The players shared their experiences of playing in a high profile women's team and the children had an opportunity to ask questions. They also gifted the school 200 free tickets for the women's champions league game against Chelsea which many of our children enjoyed.
- Our P2 girls had the opportunity to develop their football and teamwork skills by participating in the UEFA Playmakers programme.
- Every class participated in Judo taster sessions, resulting in some children taking the sport up out with school.
- We had our first ever Glee club in school and the group were chosen to perform at the Central Halls in Edinburgh in the Glee School Challenge. Although we did not win a place to the next round, the feedback was excellent, the children had a very positive experience and we were very proud of this achievement.
- Each year group hosted a 'Share the Learning' event for parents and families which highlighted and celebrated core learning.
- Primary 6 and Primary 4 pupils proudly participated in West Lothian's creativity in Literacy and Numeracy competitions, both securing prizes for the school.
- The whole school participated in activities for national events such as Scottish Book Week, Scottish Careers Week and Maths week Scotland.
- Primary 6 took part in the Climate Smarter project run by Stemovators. The pupils designed and built detailed models of their vision for a sustainable school. Two teams of six pupils were selected to represent our school at the Climate Smarter Challenge finals held at Heriot Watt University. Our pupils came 2nd overall in the competition, which featured 26 teams from across Edinburgh and the Lothians. We were awarded a £150 prize to spend on STEM resources for our school. All Primary 6 pupils were awarded a Level 2 Young STEM Leader Award which is a nationally recognised qualification.
- One of our P7 pupils ranked 12th place in a UK wide Language Nut competition.
- We hosted a French student visit in partnership with the Bathgate Twinning Association. The French students visited classes to hear about our learning of languages and our pupils learned about education in Annecy, France. Some of our

P7 pupils then took part in a ceilidh at the Bathgate British Legion with the French students.

- Our Primary 1 pupils confidently performed in the school Nativity, Old Uncle Sam, showcasing their developing communication and performance skills. The event was a joyful celebration of the Christmas story, reinforcing the values of faith, community, and belonging within our Catholic school.
- Primary 1 were given a special invitation on World Book Day to meet Jo Hall, author and illustrator of the JoJo Gnome stories at Simpson Library. The children enjoyed various activities at this special workshop.
- P6 pupils visited West Lothian College, where they took part in a range of exciting workshops including a PE session, learning about fire safety with the Fire Brigade, exploring Scottish Water, and participating in woodwork. Each experience was both educational and enjoyable!
- Primary 4 enjoyed weekly sessions with NYCOS, learning to keep the beat and create different rhythms.
- Fr. Michael John celebrated the Sacraments of First Reconciliation, First Holy Communion and Confirmation with our pupils. Fr Michael John has been a regular visitor to each class throughout the year and has celebrated many Masses and services with us.
- We participated in Christmas Jumper Day which raises money for Save the Children, raising a total of £198 altogether.
- The children in Primary 4 organised 72 Christmas food gift hampers, in partnership with our local St Vincent de Paul group, to provide Christmas dinners for families in our local community.
- Primary 6 undertook an Enterprise project, learning about entrepreneurship, developing skills in finance, design and marketing. The children made and sold small Christmas items for under £1 to children in the school and raised a total of £65.00 which was donated to school funds.
- Our pupils continued to nurture our partnership with Meadowvale Care home by visiting residents and P6 hosted a car wash! They raised £170 for the residents fund and we were very proud of them.
- Our house captains attended a service at Bathgate War Memorial to remember and honour armed forces members who have died in the line of duty.
- We entered the Tesco Christmas display competition – there were no winners this year but each school received a £20 voucher.
- Primary 3 and Primary 4 were given an opportunity to visit Meadow Park with the Community Engagement Officer from Forth Rivers Trust, who we have been working in partnership with through their consultation phase. This time the focus was on having fun in the local area. P3 had great fun building dens and P4 made bird feeders in order to look after our natural environment and wildlife over the winter months.
- We hosted many partners in our Marketplace on Parent Consultation evenings. Stalls included input from our Family Link Worker, PTA, Galadai Committee and other partners who organised stalls including St Vincent de Paul, Supporting Families into Work and the Book Fair.
- We had lots of fun at Christmas parties and pantomime called, 'Gie it Laldie', all free of charge for children.

- St Mary's Got Talent was again one of the most enjoyable events in our school calendar with pupils displaying a multitude of talents and a growing level of confidence.
- The Colour Run, organised by our HWB champs, was a huge success and spectacular burst of energy, colour and community spirit to end the term. This was a free event but many pupils were sponsored to raise money for our playground developments and the NSPCC. Altogether we raised £1100!
- Our amazing PTA organised free events for children including the Halloween discos and Summer Fair. They also held fundraisers such as their Family Fun Night and Christmas Fair. The summer fair was a completely free event for families, including the food and games. The Christmas fair raised 2100.89!
- Our wonderful Galadad Procession Committee organised an amazing school float around the theme, Inside Out, as voted by our pupils. Once again this was a highlight of the year, creating lasting memories for all involved.

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	Very 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)