West Lothian Council

St Mary's Primary School Bathgate Standards and Quality Report for Session 2025-2026

St. Mary's Primary School
Bathgate

School Self Evaluation 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

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School Context:

St. Mary's R.C. Primary is a large denominational school serving the Bathgate community, with a current roll of 321 pupils across 13 classes, including a nurture provision. Our nursery, opened in April 2021, operates within the school grounds and currently supports 58 children, offering high-quality early learning and childcare in line with the 1140-hour entitlement.

Our Pupil Equity Funding allocation for session 2025/26 was £76,680, supporting targeted interventions to improve outcomes and promote equity.

The staff team includes a Head Teacher, Depute Head Teacher, Principal Teacher, class teachers, a full-time Support for Learning Coordinator, and a skilled team of Pupil Support Workers. The nursery is led by an Early Years Officer alongside Early Years Practitioners and support staff. Administrative staff provide effective support to the smooth running of the school.

We benefit from strong partnerships with St. Kentigern's Academy, our cluster primaries, St. Mary's and St. Columba's Parish, and our engaged Parent Council and PTA. These partnerships make a valuable contribution to school improvement and enrich the experiences of our children and families.

Our vision, values and aims are regularly refreshed in consultation with stakeholders and underpin all aspects of school life. Rooted in Gospel values, they reflect our commitment to inclusion, equity and continuous improvement. A key focus this year has been the continued development of a nurturing, trauma-informed approach, promoting positive relationships, wellbeing and high expectations for all.

Further information about the school can be found on our website:
https://stmarysprimarybathgate.westlothian.org.uk/

School Documents - St Mary's Primary Bathgate

What has your Child's School being doing to improve this year?

Improvement in children's health and wellbeing
Through ongoing professional learning and whole-school improvement work, we have strengthened our nurturing and inclusive school community. Children's views gathered through SHINE surveys have continued to shape learning and wellbeing experiences, including a focus on nutrition and cooking. A clearer, more consistent approach to Positive Relationships, Zones of Regulation and neurodiversity has strengthened how children are supported across the school. As part of our improvement work, learning environments have been adapted to reduce barriers and create calm, supportive spaces. We were proud to achieve Bronze Accreditation through the Attachment and Trauma Sensitive Schools Award (ATSSA), recognising this progress. As a result, children report that they feel listened to, supported and ready to learn with increased engagement and participation in learning observed across classes.

Closing the attainment gap between the most and least disadvantaged children and young people
Through targeted improvement planning and staff collaboration, we have strengthened how we identify and support children who may need additional help. Using a range of information, staff are now better able to respond to individual needs. Our Family Link Worker and Busy Bees small group setting / nurture provision continue to provide targeted support, supporting children's engagement, attendance and readiness to learn. Staff have developed their use of Literacy Hour, SMART Targets and pupil passports to ensure support is more personalised, with children's views increasingly informing planning. As a result, identified groups of learners are more engaged and making improved progress.

Improvement in skills and sustained, positive school-leaver destinations for all young people
Through a focus on developing skills across the curriculum, supported by professional learning and collaborative planning, children have continued to build important meta-skills for life, learning and work. Staff have worked together to provide more opportunities for discussion, choice and reflection, enabling children to play a more active role in their learning. This has strengthened confidence and their ability to explain their thinking. Digital tools, including Adobe Express, have been developed across the school, allowing children to create, present and share their learning in more engaging ways.

Improvement in achievement, particularly in literacy and numeracy
Through focused professional learning and improvement work, staff have strengthened learning, teaching and assessment across the school. Approaches such as Building Thinking Classrooms have been developed through staff collaboration, supporting children to discuss ideas and learn from one another. Staff have improved the use of assessment, to better understand children's progress and plan next steps more effectively. The 5 Critical Questions, along with learning intentions and success criteria, are now more consistently embedded in practice and reflected in pupil feedback through green for great and pink for think. As a result, children are increasingly confident in talking about their learning and are taking greater ownership of their progress, leading to improved consistency in attainment across literacy and numeracy

Developing in Faith
Our school has effectively promoted Gospel values through assemblies, prayer, Religious Education and the wider life of the school. These values are evident in the positive relationships, nurturing ethos and strong sense of inclusion experienced by children, who demonstrate respect, compassion and understanding towards others. Strong partnerships with the parish and opportunities for prayer, worship, charitable action and service have further strengthened pupils' faith development and understanding of Gospel values in action. Overall, Gospel values are embedded across the culture of the school and contribute significantly to children's wellbeing, personal development and sense of belonging.

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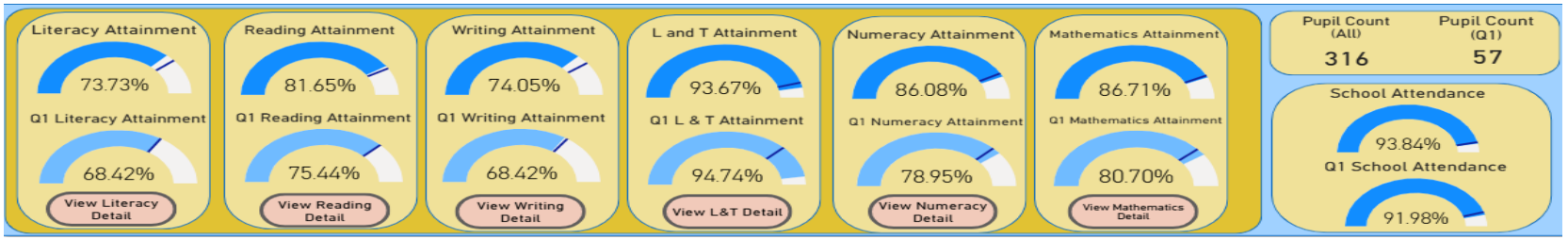
How do we know what has made a difference for your child?



Attainment data indicates strong performance across literacy and numeracy, with particularly high attainment in listening and talking (93.7%), numeracy (86.1%) and mathematics (86.7%). Most areas have improved from the Q1 position, reflecting the positive impact of continued improvements in learning, teaching and assessment.

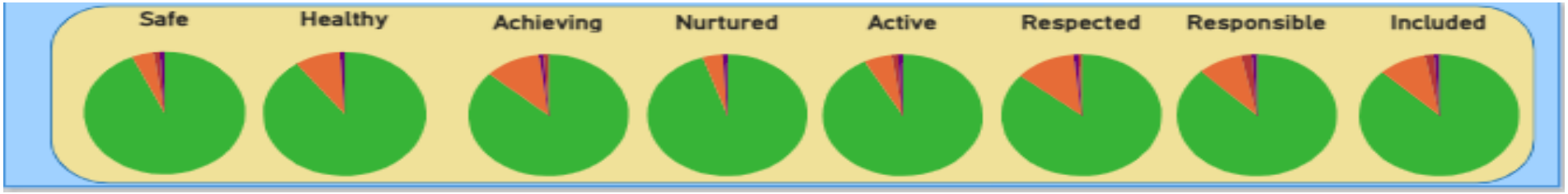
Improved approaches to identifying and supporting learners' needs are resulting in more targeted interventions and increased engagement for children requiring additional support.

Targeted support and improved use of data are contributing to increased engagement and progress for identified groups of learners, with early evidence of improved outcomes for targeted children compared to previous baselines, particularly for those receiving staged interventions.

Attendance remains strong at 93.8%, an improvement from the Q1 position of 92.0%, supporting continuity of learning and engagement. Our Exclusion rate was 0.1% this school session.

Our Pupil Equity funding has had a positive impact on learners by reducing barriers to learning through targeted support from our Family Link worker and additional Pupil Support Workers who have provided effective interventions. Our relationships with parents and partners continues to be very strong with 99.25% of parents reporting that their children feel safe in our school.

Wellbeing data across all Wellbeing Indicators remains highly positive, demonstrating that children feel safe, supported and included. This provides strong foundations for engagement, participation and success in learning.



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<tr><th colspan="3">Achievements we're proud of this year:</th></tr>
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<td>Wider Achievements:
Playground, HWB and ECO groups led targeted improvements, contributing to a positive ethos. The Equity Thematic Review identified equity as a key strength and informed a clear strategy.
Strong partnerships with parents and the wider community were evident through PTA events, refreshed engagement approaches and well-attended consultation marketplaces. Ongoing support included family learning, coffee mornings and initiatives such as the Kindness Cupboard.
Inclusion, diversity and faith were promoted through cultural celebrations, assemblies and sacramental life. Community links were strengthened through Bathgate Gala Day, the Twinning partnership and local STEM work with Meadowpark.
The curriculum was enriched through World of Work Week, STEM projects, trips, after-school clubs and Meta-skills development, alongside creative opportunities such as book events, school showcases and Glee performances.
Health and wellbeing was supported through Resilient Rhythms, active travel, sports and outdoor learning, with leadership opportunities including buddying and first aid training.
Pupil success was recognised through competitions and awards, including Creativity Awards, alongside strong performance in sporting events. Charitable work and fundraising supported local causes and key priorities, including playground resources and the P7 residential experience</td>
<td>What our pupils say:
In a recent pupil survey most pupils said:
that they know what they need to do next to improve.
feedback from the teacher helps me to understand how to improve my work.
can recognise skills that they have developed through things like Meta Moments.
that they have opportunities to make choices about their learning.
Our recent pupil ethos survey showed very positive feedback overall, with almost all children reporting that they feel safe, are treated fairly and have a trusted adult to speak to.</td>
<td>What our families say:
In recent parent/carer surveys
Our ASN coffee mornings provide a safe space to talk and be understood.
The focus on restorative practice and inclusive practice within our renewed Positive Relationships Policy was positive.
Our recent parent/carer ethos survey showed very high levels of confidence in the school, with almost all parents reporting that their child feels safe, is treated fairly and is well supported</td>
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<td colspan="2">What can your child look forward to next school session?
Next year, your child can look forward to learning in calm, supportive classrooms where everyone feels included and ready to learn, with clear routines to help them feel confident and settled. Teachers will continue to build on this by making sure learning is well adapted to meet each child's needs. We will continue to strengthen support for all children so they get the right help at the right time, and provide more opportunities for active, engaging learning, including hands-on and play-based activities where appropriate. Children will also have more chances to share their ideas, make choices in their learning and talk about their progress. Staff will continue to work together to improve learning experiences, helping every child feel confident, supported and able to do their best.</td>
<td>How do we know we have made a difference? What does this mean for your child?
• Almost all children continue to make good progress in literacy and numeracy.
• Attendance remains in line with West Lothian stretch aims.
• Children are increasingly able to talk confidently about their learning, their progress and their next steps using the 5 Critical Questions for Effective Learning.
• Classroom observations show children discussing their thinking, explaining their ideas and working collaboratively with others.
• Learners are becoming more active participants in lessons and are taking greater ownership of their learning.
• Children are developing important meta-skills including communication, collaboration, creativity, critical thinking, leadership and independence.
• Children are increasingly involved in choosing, planning and evaluating Meta Moments and can identify the skills they are developing.
• Digital learning opportunities have enabled children to create and share their learning in new and engaging ways.
• Children report feeling listened to and can identify ways in which their views have influenced aspects of school life and learning.
• Children attending Busy Bees have demonstrated positive progress in their wellbeing, engagement and readiness to learn.
Your child is learning in a positive, inclusive environment where they are encouraged to share their ideas, challenge themselves and achieve success. They are developing confidence in talking about their learning, understanding their next steps and working collaboratively with others. Through a strong focus on wellbeing, inclusion and skills development, children are being supported to be the best they can be.</td>
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