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WHAT IS THE KEY PRIORITY FOR SCHOOL IMPROVEMENT THIS ACADEMIC YEAR?

PRIORITY:

All children to develop skills and qualities that leads to raising
attainment & achievements in literacy, numeracy and
Health & Wellbeing

(THIS PRIORITY WILL BE BROKEN DOWN INTO SEPARATE ACTIONS. ATTEMPT TO ARTICULATE AN OVERARCHING PRIORITY)



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*ALL SCHOOLS HAVE A SEPARATE PUPIL EQUITY FUNDING PLAN TO ENSURE THAT CHILDREN AND YOUNG PEOPLE AFFECTED BY POVERTY ACHIEVE THEIR FULL POTENTIAL. FOCUSSED ON TARGETED IMPROVEMENT ACTIVITY IN LITERACY, NUMERACY, AND HEALTH AND WELL-BEING



CONTEXT & FACTORS

PRIORITY:

All children to develop skills and qualities that leads to raising attainment & achievements in literacy, numeracy and Health & Wellbeing



WHAT FEATURES OF SCHOOL CONTEXT, LOCAL AUTHORITY FACTORS, AND NATIONAL FACTORS CONNECT TO THE SPECIFIC IMPROVEMENT PRIORITY?

SCHOOL (LEARNERS)

St. Thomas' Primary is a Quintile 1 school with 62.2% of our children living in quintile 1 and 20.83% of children having English as an Additional Language. Due to the demographic of the school, we were previously part of the Scottish Attainment Challenge, closing the poverty related attainment gap. Data shows that our Free School Meals entitlement is currently 26.92% across the school. We 57.69% of our children with an identified additional support need (ASN).

Within our ASN children 38.46% are identified as having Social and Emotional Behavioural need. These children are fully supported by the nurturing and caring ethos we create within our small school community, with a range of supports and interventions in place. We are strongly committed to the GIRFEC agenda and the wellbeing of our pupils is central to the work we do.

Staff work very effectively as a team. There is a growing ethos of self-evaluation, sharing practice and peer support and challenge that will influence our next steps and priorities.

St. Thomas' Primary School



STANDARDS AND QUALITY REPORT

PROGRESS REPORT
FOR SESSION

2024/25

(Standards & Quality Report)



LOCAL AUTHORITY & CLUSTER

- ✓ Local Authority:
- ✓ *Moving Forward in Your Learning Guidance*
- ✓ *Literacy and Numeracy West Lothian Priorities, HWB*
- ✓ Raising attainment, including closing the gap ([West Lothian Raising Attainment Strategy](#))
- ✓ *Transforming Your Council*
- ✓ [Corporate Plan](#)
- ✓ Education Services Management Plan
- ✓ West Lothian Parental Involvement and Engagement Framework
- ✓ Equity Team and additional allocations, Pedagogy Team

CLUSTER

- ✓ The school is part of the St Kentigern's cluster.
- ✓ Building Thinking Classrooms
- ✓ Equity Thematic Review

NATIONAL

- ✓ Moderation Cycle and Assessment
- ✓ National Improvement Framework / Scottish Attainment Challenge / National Improvement Hub / Raising Attainment for All
- ✓ Pupil Equity Funding/Equity Audit
- ✓ How Good is Our School? 4th Edition – Focus on 3.2 – Raising Attainment and Achievement
- ✓ Getting it Right for Every child (GIRFEC)
- ✓ Curriculum for Excellence Refresh
- ✓ Realising the Ambition
- ✓ Developing Scotland's Young Workforce
- ✓ Child Protection Procedures
- ✓ GTCS professional standards and professional update 2021
- ✓ Achieving Excellence and Equity 2022: National Improvement Framework and Improvement Plan
- ✓ Putting Learners at the Centre: Towards a Future Vision for Scottish Education, The Ken Muir report, March 2022
- ✓ The United Nations Convention on the Rights of the Child (UNCRC)



VISION & VALUES

PRIORITY:

All children to develop skills and qualities that leads to raising attainment & achievements in literacy, numeracy and Health & Wellbeing



HOW DOES THE SPECIFIC IMPROVEMENT PRIORITY FURTHER THE VISION AND VALUES OF THE SCHOOL?

SCHOOL VISION

We **Strive** to be the best that we can be through **Trust** and **Partnership**, in order to **Succeed**

#WEESCHOOLBIGHEART

SCHOOL VALUES



CURRICULUM RATIONALE

Learning across the four contexts at St Thomas PS

Opportunities for personal achievement



Interdisciplinary Learning



The Curriculum
"the totality of all that is planned for children and young people throughout their education"



Ethos and life of the school as a community



Curriculum areas and subjects

In order for our children to develop these qualities and achievements to raise attainment and achievements we need to put each child at the centre and work to remove ALL barriers. We will focus on working collaboratively as a whole school community, to re-refresh each theme in the QI, 3.2. We will provide rich data, through continuous assessment and moderation that will influence a plan for a curriculum that will ensure that all children continue to improve in their learning.

PROVIDE A BRIEF BLURB CONNECTING THE SCHOOL VISION, VALUES, AND CURRICULUM RATIONALE TO THE IDENTIFIED SCHOOL IMPROVEMENT PRIORITY.



ACTIONS & INDICATORS

PRIORITY:

All children to develop skills and qualities that leads to raising attainment & achievements in literacy, numeracy and Health & Wellbeing



WHAT SPRINT ACTIONS DO YOU PLAN TO TAKE IN ORDER TO SIGNIFICANTLY IMPACT THE SPECIFIC IMPROVEMENT PRIORITY?

PLANNED ACTIONS SHOULD BE **SPRINT ACTIONS** - ACHIEVABLE WITHIN **TERM 1**. THESE ACTIONS SHOULD BE EVALUATED AT THE END OF THE TERM 1. TRY NOT TO CARRY TOO MANY INCOMPLETE ACTIONS INTO TERM 2

FUTURE ACTIONS ACTIONS:

A Dynamic Curriculum Approach /Looking at Ed Scot Curriculum Improvement Cycle

Numeracy focus to continue to increase attainment

Termly Planning/Moderation System agreed and implemented

Profiling Tool Established

Whole School focus - Supporting and understanding dysregulated behaviour

BRIEF DESCRIPTION OF POSSIBLE FUTURE ACTIONS, WHICH MAY BE EXPANDED AND BECOME 'PLANNED ACTIONS'

PLANNED ACTIONS:

1 CLPL on Curriculum Improvement Cycle – establish key points and impacts it could have - action plan agreed on test of changes in curriculum approaches SLT/SfL/CTs October 2025

2 Look at current numeracy assessment tools/resources to identify gaps. Engage in Cluster Building Thinking Classroom plan SLT/CT/PSWs October 2025

3 Moderation of current plans – work across both schools and stages SLT/Staff October 2025

4 Review/shared dialogue of what has been trialed in classes and ask each class to try one format in term 1/2 – then review School Community December 2025

5 Re-introduction of Zones of Regulation and individual 'My Regulation Plan' created to ensure each child has identifies strategies to keep them regulated/support when dysregulated Whole Staff October 2025

DETAILED DESCRIPTION OF ACTIONS TO BE TAKEN IMMINENTLY - ORDERED BY IMPORTANCE.

SUCCESS/IMPACT INDICATOR:

Format for recording and ensuring consistency of rich data and assessment – used by all CTs and informs action/next steps (QI opportunities)

Identified action evident and established within each classroom learning environment. Capture staff/cluster/pupils views

Moderation of plans session and feedback from staff – next steps identifies

Views of all gathered and class teachers create opportunity for learner input/voice. Parents views via Form (online)

ZOR used in each class daily and children engaging in this to discuss emotions. Strategies agreed with targeted children to start.

CLEARLY DEFINED MEASURE OF SUCCESS. ENSURE LEARNER VOICE IS REPRESENTED WITHIN MEASURES.

RAG:

REVIEW SUCCESS



A CURRICULUM for EXCELLENCE

PRIORITY:

All children to develop skills and qualities that leads to raising attainment & achievements in literacy, numeracy and Health & Wellbeing



HOW DOES THIS SPECIFIC IMPROVEMENT PRIORITY SUPPORT THE CURRICULUM FOR EXCELLENCE PURPOSE OF FULFILLING THE 4 CAPACITIES?

LEARNERS:

4	Enthusiasm and motivation for learning
1-5	Determination to reach high standards of achievement
4	Openness to new thinking and ideas
3	Use literacy, communication and numeracy skills
3	Use technology for learning
3	Think creatively and independently
3	Learn independently and as part of a group
3,4	Make reasoned evaluations
3	Link and apply different kinds of learning in new situations

INDIVIDUALS:

	Self-respect
	A sense of physical, mental and emotional well-being
	Secure values and beliefs
4	Ambition
3,4	Relate to others and manage themselves
	Pursue a healthy and active lifestyle
	Be self-aware
	Develop and communicate their own beliefs and view of the world
	Assess risk and make informed decisions
3,4	Achieve success in different areas of activity

CITIZENS:

4	Respect for others
4	Commitment to participate responsibly in political, economic, social and cultural life
	Develop knowledge and understanding of the world and Scotland's place in it
	Understand different beliefs and cultures
4	Make informed choices and decisions
	Evaluate environmental, scientific and technological issues
	Develop informed, ethical views of complex issues
	Make reasoned evaluations

CONTRIBUTORS:

4	An enterprising attitude
2,3,4	Resilience
2,3,4,	Self-reliance
5	Communication in different ways and in different settings
3,4	Work in partnership and in teams
4	Take the initiative and lead
4	Apply critical thinking in new contexts
2,4	Create and develop
	Solve problems

(IDENTIFY 1,3,4 THE SPECIFIC IMPROVEMENT ACTIONS WHICH WILL STRONGLY IMPACT THE ABILITY OF YOUR CURRICULUM TO DEVELOP AND DELIVER THE 4 CAPACITIES AND ATTRIBUTES)



QUALITY INDICATORS

PRIORITY:

All children to develop skills and qualities that leads to raising attainment & achievements in literacy, numeracy and Health & Wellbeing



HOW DOES THIS SPECIFIC IMPROVEMENT PRIORITY CONNECT WITH FOCUS HGIOS QUALITY INDICATORS?

1.3 Leadership of change

1-5

Developing a shared vision, values and aims relevant to the school and its community

1-5

Strategic planning for continuous improvement

1-5

Implementing improvement and change

2.2 Curriculum

4, 5,

Rationale and design

1, 3, 4

Development of the curriculum

1, 3

Learning pathways

4

Skills for learning, life and work

2.3 Learning, teaching and assessment

2, 4, 5

Learning and engagement

3

Quality of teaching

1, 3

Effective use of assessment

1

Planning, tracking and monitoring

3.1 Ensuring wellbeing, equality and inclusion

1, 2, 5

Wellbeing

1

Fulfilment of statutory duties

1, 5

Inclusion and equality

3.2 Raising attainment and achievement

1-5

Attainment in literacy and numeracy

1-5

Attainment over time

1-5

Overall quality of learners' achievement

1-5

Equity for all learners

DETAIL ANY OTHER FOCUS QUALITY INDICATOR:

2.4 – PERSONALISED SUPPORT

2.7 – PARTNERSHIPS

3.2 – RAISING ATTAINMENT & ACHIEVEMENT



SCHOOL SELF EVALUATION SUMMARY

(IDENTIFY **1,3,4** THE SPECIFIC IMPROVEMENT ACTIONS WHICH WILL STRONGLY IMPACT THE DEVELOPMENT OF HGIOS QUALITY INDICATORS)



NATIONAL IMPROVEMENT FRAMEWORK

PRIORITY:

All children to develop skills and qualities that leads to raising attainment & achievements in literacy, numeracy and Health & Wellbeing



HOW DOES THIS SPECIFIC IMPROVEMENT PRIORITY CONNECT WITH NATIONAL IMPROVEMENT FRAMEWORK PRIORITIES AND DRIVERS?



SCHOOL AND
ELC IMPROVEMENT



SCHOOL AND
ELC LEADERSHIP



TEACHER AND
PRACTITIONER
PROFESSIONALISM



PARENTAL
ENGAGEMENT



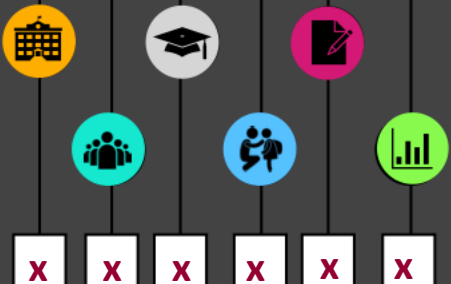
CURRICULUM AND
ASSESSMENT



PERFORMANCE
INFORMATION

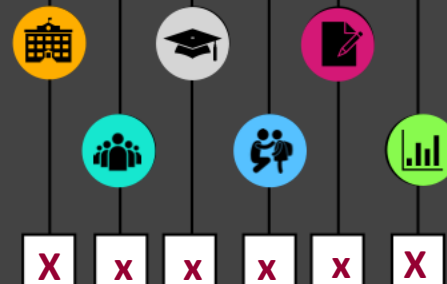
Placing the human rights and needs of every child and young person at the centre of education

THROUGH



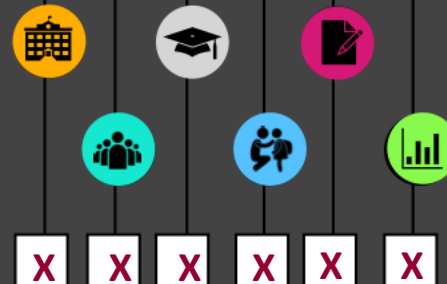
Improvement in all children and young people's health and wellbeing

THROUGH



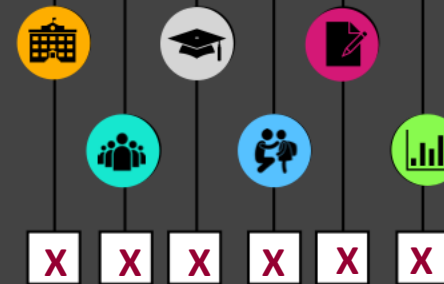
Improvement in skills and sustained, positive school leaver destinations for all young people

THROUGH



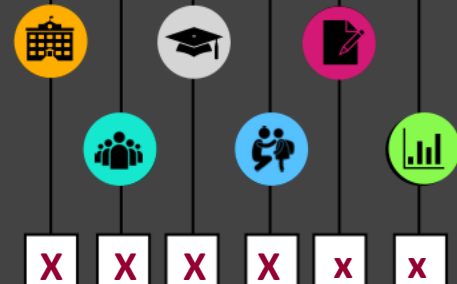
Improvement in attainment, particularly in numeracy and literacy

THROUGH



Closing the attainment gap between the most and least disadvantaged children and young people

THROUGH



(SELECT ☒ NIF PRIORITIES AND THE RELATED DRIVER(S) THAT YOU ARE CONFIDENT WILL BE STRONGLY IMPACTED BY THE ACHIEVEMENT OF THE IDENTIFIED SCHOOL IMPROVEMENT PRIORITY)



BIGGER PICTURE

WHAT (POSSIBLE) FUTURE SCHOOL IMPROVEMENT PLANS ARE **IMPORTANT TO NOTE?**



YEAR2

All staff now upskilled and implementing a Moderation Cycle to include robust planning/assessment strategy

Profiling strategy in place across all stages in school

WL Stretch aim of 80.5% to be achieved in almost all stages

Numeracy Pedagogies/resources/assessment showing impact in skills and attainment

YEAR3

YEAR4

(YOU MAY CHOOSE TO INCLUDE PLANNED OR EXTENDED PARTNERSHIPS, KNOWN DEVELOPMENTS AND CONTINUATIONS OF THE CURRENT PRIORITY, AND SPECIFIC AREAS (E.G. CURRICULUM, NIF, UNCRC, ETHOS) IDENTIFIED FOR ATTENTION. **ENSURE LEARNER VOICE IS REPRESENTED WITHIN FUTURE PLANS.**

**PEF**
STATEMENT**PUPIL EQUITY FUNDING:** Tackling the attainment gap between the most and least advantaged children

All West Lothian schools are committed to continuously developing their approach to ensure equity and tackle the poverty related attainment gap. Each school's **PEF Summary** provides an overview of their approach and an outline of how Pupil Equity Funding is being used to provide a range of universal and targeted approaches and interventions to improve literacy, numeracy and health and wellbeing.

Please follow this link  to view our PEF Summary and find out more about our use of funding.

[PEF Statement 2025-26.pdf](#)