West Lothian Council

St. Paul's PS Standards and Quality Report for Session 2025-2026

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	Very good
3.1 Ensuring wellbeing, equality and inclusion	Good
3.2 Raising attainment and achievement	Good

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School Context:

St Paul's Primary School is a denominational school serving East Calder, Mid Calder, Pumpherston and Kirknewton. The school roll is 159 pupils across eight classes, with a 50-week nursery provision which currently has 46 children enrolled. The school has recently been extended, including a new nursery and a refurbished main building. Due to ongoing house building in East Calder, the roll continues to increase. St Paul's is central to its community, with strong links to cluster schools and St Margaret's Academy.

The school's vision, to inspire learners to reach their full potential guided by Faith, Hope and Love, is reflected in its nurturing ethos and positive relationships. Almost all children are motivated, well behaved and engaged in their learning. Staff know pupils well and respond effectively to individual needs, adapting learning environments and support to ensure success.

Learning and teaching are supported by consistent approaches, including literacy and numeracy working walls that promote high expectations and independence. The school's refreshed values—Self-Belief, Teamwork, Ambition, Respect and Success—are increasingly embedded as staff and pupils work together to demonstrate them in learning and across school life.

School Website

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

Improvement in all children and young people's wellbeing:
Continue to support learners to understand their own wellbeing, develop strategies to self-regulate and build positive relationships with peers and adults in their school community through the reviewed Positive Behaviour and Relationships Framework.

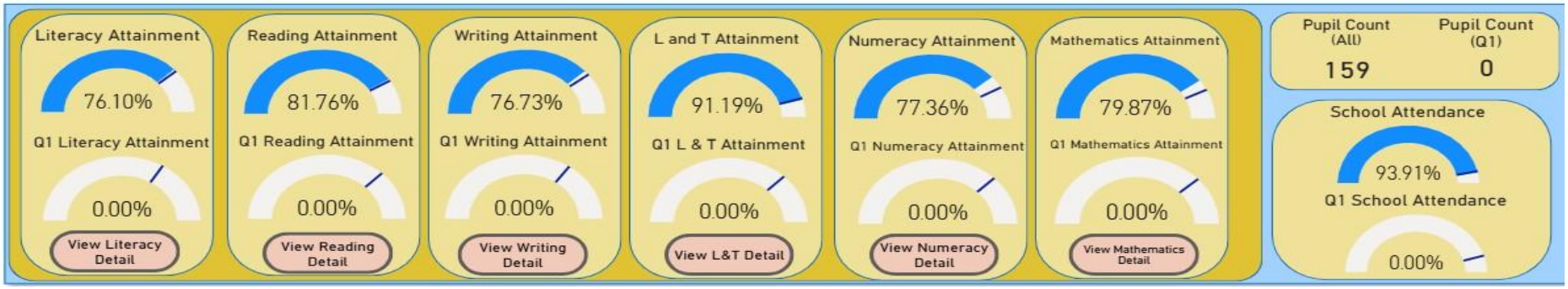
Raising attainment for all, particularly in literacy and numeracy:
Continue to develop leaners enjoyment, engagement and achievement in writing through the successful development of a writing framework. Continue to develop learners core numeracy skills, problem-solving and mathematical thinking through continued development of the Building Thinking Classrooms approach.

Closing the attainment gap between the most and least disadvantaged children and young people:
We have implemented targeted interventions for pupils from quintiles 1 and 2 not achieving expected levels in literacy and numeracy.

Improvement in employability skills and sustained, positive school leaver destinations for all young people:
Continue to develop learners understanding and experience of the UNRCR and skills development in STEM and outdoor learning.

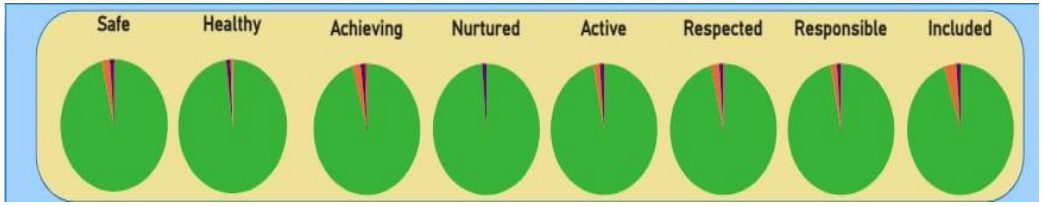
Developing in Faith
Our Developing in Faith theme this year was 'Serving the Common Good'. During this year we have continued to engage in the Pope Francis Faith Award (PFFA) and celebrated the theme of the Jubilee Year: Pilgrims of Hope.

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



The attainment information above shows an overview of our current levels of attainment. We are driving increased levels of attainment through targeted, evidence-based interventions that promote equity and inclusion. The review of our Support for Learning model has helped to refine targeted interventions across the school. Our staff actively engage in appropriate professional development to ensure sustainable impact and continuous improvement.

- School attendance has continued to stay in line with the West Lothian average at 93.91%
- Our school has maintained an exclusion rate of zero for session 2025/26, reflecting our strong commitment to supporting the wellbeing of all children through a comprehensive range of targeted interventions and inclusive practices. Recent self-reporting information below shows that pupils are responding positively across the wellbeing indicators.



Our Ethos Survey results show that almost all parents report that their children feel safe, are treated fairly and are growing in confidence. Most feel children are progressing well, supported effectively by staff and encouraged to achieve their best. Parents value communication and engagement with information on progress and learning welcomed at timely points across the school year. Our Parental Engagement Calendar has successfully ensured that there are a planned series of events across the school session which parents asked to attend. Feedback on this has been very positive. We will continue to review and refine this. We have worked effectively in partnership with groups across the local community and Parish including the local library, shops and charities including the St. Vincent De Paul. Our Pupil Equity fund has been used to plan and provide targetted interventions across the school through supporting roles of Pupil Support Workers.

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Achievements we're proud of this year:		
Wider Achievements: Continuation of successful profiling: P1-3 actively included in Seesaw and P4-7 on Microsoft Teams and SWAY Parental Engagement in a variety of events – Nativity Performances, Christmas Fayre, Brew and Blether, Book week Scotland, Macmillan Coffee Morning Sharing the Learning and Snapshot Jotters continue to high quality learning across classes and celebrate success with parents Celebrating the Sacraments of Reconciliation with P3, Confirmation with P7 and First Holy Communion with P4 Successful school Health Week and Sports Day Pupil Leadership groups continue to develop pupil voice opportunities Successful participation in Netball and Football Festivals After school clubs: Football, Euro quiz, fitness P7 Track and Field participation and success Participation in Euro Quiz for P6 Cluster Transition work with St. Margarets – visits and online lessons School choir participation in choir festival- Edinburgh Gala Day Participation – Winners of the Half Marathon and Girls Relay	What our pupils say: **Self-Belief:** *"We are encouraged to try our best and not give up." ' Making mistakes is ok- it's how you learn.* **Teamwork:** *We work together in groups and help each other." "Everyone is included, we try not to leave anyone out."* **Achievement:** *"Our Teachers help us improve and celebrate what we do well." "We feel proud when we do well with our learning."* **Respect:** *"We try to be kind and respectful to everyone." "Our pupil voice groups give us the chance listen and share our ideas'.* **Success:** *"Success means trying your best, not just being first." "We get chances to succeed in different ways – not just in class."*	What our families say: *"My child feels safe and secure at St. Paul's – staff are approachable and quick to deal with any concerns."* *"The school promotes well-being, my child has been supported well this year.'* *"Staff know my child well and encourage them to do their best.* *"St. Paul's has a very caring, family feel. My child feels safe and is happy every school day.'* *"The school promotes inclusion, my child never feels left out and their voice is heard.'*
What can your child look forward to next school session? Staff will continue using a wide range of safe and inclusive learning environments and creative teaching approaches. Continue to develop the use of and access to Outdoor Areas, enhancing opportunities for our pupils through play and outdoor learning. Continue to embed high-quality learning and teaching to support and challenge learners. Continue to develop profiling and engagement with 'My World Of Work' for P4-7 pupils. Continue to review and refine our Support for Learning Model to ensure consistent, high quality universal and targeted support. Continue to embed the Building Thinking Classrooms approach in numeracy and develop links to becoming a 'Problem Solving' School. Continue to focus on raising attainment through effective tracking across science and Social Subjects. DIF Theme: Serving the Common Good	**How do we know we have made a difference? What does this mean for your child?** <u>Learners:</u> • are receiving high quality learning experiences. The local authority VSE evidence this across the school. • Are confidently making progress in Literacy, Numeracy, and Maths at almost all stages • are being supported to overcome barriers to learning through a number of carefully measured interventions. • are receiving effective targeted support and there is clear evidence of their progress. • • are becoming more independent in their learning through approaches used in class. • have experienced additional play opportunities to support their progress and engagement in learning. • are provided with more challenge opportunities within the classroom. • experienced increased motivation and engagement in lessons. • are receiving effective targeted support from our support for learning team within their classrooms, small groups and individual support sessions. • are being impacted by the professional learning opportunities given to teachers across the curriculum.	

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