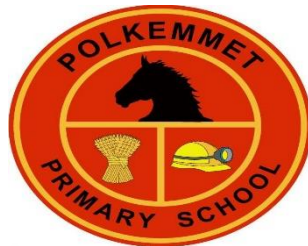


# Polkemmet Primary School

*'Be All You Can Be'*



# PROGRESS REPORT FOR SESSION 2024/25

(Standards & Quality Report)

Polkemmet Primary School  
The Avenue  
Whitburn  
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## ABOUT OUR SCHOOL

Polkemmet Primary School is a non-denominational school that serves the community in the West of Whitburn. The school has celebrated many successes during a very full programme of changes and improvements. During session 2024/25 the school roll of 222 pupils was comprised of 160 pupils organised over 8 classes in the primary school. In the ELC (nursery), 24 morning children (including 5 two year olds) and 22 afternoon children (including 6 two year olds), and 16 children who attended all day.

All staff have taken on various leadership roles and worked in collaboration with cluster schools, including Whitburn Academy. This year our Cluster collaboration has aimed to improve literacy and STEM with a focus on skills and cluster moderation.

Families were provided with a variety of opportunities to engage with the school such as the Christmas school fair, class sharing assemblies, Polkemmet Patter and other family events.

The school continues to have an excellent relationship with cluster schools, the local community, and the local church. A number of people from the local community, church and parents volunteer to support children's learning experiences through donations of resources and time.

A significant number of our children have barriers to learning and the school works hard to identify and overcome these, priding itself on providing an inclusive and nurturing learning environment for our children and their families. We believe that children, **'have to be well, to do well'** and that we can empower them to **"be all they can be"**. Our school values are at the core of everything we do. They underpin our teaching and learning and provide an environment which prepares our pupils to be **Confident, Responsible, Effective Contributors, and Successful citizens**.

**Our Values** – effectively inform improvements and our children's sense of identity with the school.

- Love learning and be inspired to **ACHIEVE**
- Keep **ACTIVE** and look after yourself.
- Show **RESPECT** and **FRIENDSHIP** for each other.
- Be **RESPONSIBLE** and keep each other **SAFE**.

### 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 and what the impact has been. Our future improvement priorities will be identified in our school improvement plan for 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>All learners will experience high quality learning and teaching experiences in Literacy, Maths and Numeracy and provide appropriate progression.</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 satisfactory progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> <li>• Collaboration with cluster literacy pedagogy DHT to continue to develop a consistent approach to writing, reading and listening and talking assessments as part of school and cluster moderation.</li> <li>• We have continued to create a writing and reading overview to demonstrate the range of genres covered throughout the 4 context for learning.</li> <li>• School improvement groups were formed and led by staff to create literacy action plans and driver diagrams denoting improvement priorities within each area.</li> <li>• Nursery to P1 intervention partnership working with PEF Speech and Language Therapist.</li> <li>• Further embedded a whole school reading and writing culture through staff learning opportunities, pupil leadership groups, Book Bug, local library visits and book study weeks.</li> <li>• Developing the quality of learning and teaching in maths and numeracy through engagement with more consistent use of specific interventions and strategies.</li> <li>• Further developed numeracy moderation at school level.</li> </ul> <p><b>Evidence indicates the following impact on learners:</b></p> <ul style="list-style-type: none"> <li>• Identified learners benefited from more robust and effective tracking and monitor and identified individuals who required support or additional challenge through planned interventions.</li> <li>• In P1 the majority of our children have achieved expected levels in literacy and numeracy at early level.</li> <li>• In P2 the majority of our children are on track in their learning in literacy and in numeracy.</li> <li>• In P3 the majority of our children are on tracking in their learning in literacy and most of our children are on track in numeracy.</li> <li>• In P4 the majority of our children have achieved the expected levels for literacy and numeracy at first level.</li> <li>• In P5 most of our children are on track in their learning in literacy and numeracy.</li> <li>• In P6 most of our children are on track in their learning in literacy and numeracy.</li> <li>• In P7 the majority of our children are on track in their learning in literacy at second level and in their learning in numeracy at second level.</li> </ul>
<p>ELC</p>	<p><b>What did we do?</b></p> <ul style="list-style-type: none"> <li>• We strengthened transitions by effectively sharing and using information about learners with all school staff and partners/agencies e.g. PEF Speech and Language Therapist</li> <li>• Primary and ELC staff collaboration was further enhanced to support the implementation of transition experiences of ELC - P1 pupils e.g. SWAYS and visits to the main school, enhanced transitions for identified groups of learners.</li> <li>• ELC practitioners engaged confidently engaged with ELC data trackers to inform planned interventions or adaptation in experiences available to learners.</li> </ul>

	<p><b>Evidence indicates the following impact on learners:</b></p> <ul style="list-style-type: none"> <li>• Most learners reflect improved vocabulary levels and listening skills as a result of our interventions through partnership working with the PEF appointed Speech and language Therapist.</li> <li>• The majority of learners engaged positively with transition opportunities.</li> <li>• The majority of ELC practitioners are becoming more confident in the use and interpretation of data tracking to support identification of gaps within learners' progress in literacy and numeracy.</li> </ul>
<p>2. To close the attainment gap between the most and least disadvantaged children</p> <p>Our measurable outcome for 2024/25 was to ensure ----</p> <p>To narrow the attainment gap by setting ourselves the stretch aim of moving our Q1 cohort of pupils from majority on track to most on track, placing the human rights and needs of every child and young person at the centre of education</p> <p>NIF Driver(s):</p> <p><input type="checkbox"/>School and ELC Improvement.  <input checked="" type="checkbox"/>School and ELC Leadership  <input checked="" type="checkbox"/>Teacher and Practitioner Professionalism  <input checked="" type="checkbox"/>Parental Engagement  <input checked="" type="checkbox"/>Curriculum and Assessment  <input checked="" type="checkbox"/>Performance Information</p>	<p>We have made satisfactory progress.</p> <p>The school was awarded £100,00 of Pupil Equity Funding (PEF). 85% of our PEF resource was used for additional staffing and 18% for additional resources.</p> <p>What did we do?</p> <ul style="list-style-type: none"> <li>• The 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.</li> <li>• 8 priorities were planned and 25% of these priorities were fully achieved, 65% making good or better progress and 10% making minimal progress.</li> <li>• PEF continued to be allocated for a literacy lead across the Whitburn Cluster to support staff training in literacy moderation and bespoke school approaches and interventions.</li> <li>• PEF continued to be used for a nurture teacher, an advanced learning resource teacher and a pupil support worker to help support the needs of identified learners across the school.</li> <li>• 84% of learners made significant progress on their Boxall scores.</li> <li>• PSWs supported literacy, maths and numeracy for identified learners. The majority of these learners have made satisfactory progress.</li> <li>• In order to support reading and writing progression for targeted learners we continued to embed the use of core writing skills and the Balanced Reader approach. Resources to support learning include Clicker, dyslexia friendly books, more diverse range of upper level reading materials, early literacy support tools and the Forward Together Programme.</li> <li>• Numeracy and maths interventions for identified learners across the school to support identification of specific needs or gaps in learning knowledge and conceptual understanding e.g. Maths Through Stories books, concrete counting resources, Numicon, Dynamo and First Class Number targeted interventions.</li> <li>• Collaboration with PEF Speech and Language Therapist(SLT) to build staff capacity and support the language and communication needs of all learners. Provision of resources and ongoing coaching to support a communication friendly school environment. SLT attend school and nursery parent events to offer support to parents.</li> <li>• PEF teacher, parental engagement continued to work collaboratively with staff and partners between and beyond school to support identification of interventions to support learners and families. Teacher also supported increased attendance by completing weekly phone calls to families to build relationships and provide support to ensure learners attended school more often. Data was tracked on run charts along with twice weekly check-ins for groups of identified learners to help support continued attendance. Engagement with Education</li> </ul>

Scotland attendance data gathering tools to ascertain the reasons for non-attendance was implemented with identified learners.

- All staff completed Cost of the School Day (COSD) impact of poverty on children and families learning module.
- Care Experienced learner tracking was implemented

**Evidence indicates the following impact on learners:**

- The majority of teaching staff have a better understanding, ownership and intelligent use of data to inform interventions and outcomes for all learners leading to raised attainment in literacy and numeracy.
- The Beehive classroom implemented classroom communication friendly checklist – ‘now’ and ‘then’ work charts, literacy and numeracy areas, teaching children to listen through use of visuals, use of visual supports and song signifiers. Increased use of community learning context for learners by visiting the local and wider community to contextualise learning in real life contexts.
- Average parental attendance at Polkemmet Patter was 10% of parent/carers weekly and Stay and Play on average 25% of parents attended.
- Attendance - 80% of a group of identified learners attended school more consistently. 70% of the identified learners showed a 5% or more increase in their yearly average attendance. Run charts show large improvements in weekly routines, more often than not, attending school 5 days per week.
- Engagement with SALT continued to support a communication friendly classroom. To improve this, we have recently worked with staff and children to revisit classroom environment guidance to ensure consistency across the school specifically about inclusive classrooms. Staff have engaged with the Circle Framework to create inclusive classroom guidance.
- Nurture - Boxall profiles were completed termly by class teachers to track progress and set new termly targets to progress learning for identified learners. Learning plans have been made for individual learners from the Boxall profile assessments. Most learners were observed as becoming more able to talk about their emotions and were developing strategies which allowed them to manage their emotions more effectively.
- Literacy, maths and numeracy interventions had a positive impact on almost all identified learners across the school.
- All learners benefited from Pupil Participatory Budget with noticeable increased engagement of learners in project based learning.
- Pupil Participatory Budget (PPB) supported educational experience to enhance learning and provided a wider achievement opportunity that children may not have experienced. All targeted learners (43% of the school role) have had the opportunity to experience a subsidised trip/club/event as decided by the school community through the PPB process. Most learners reported an improvement in their engagement in learning experiences. The outings have all been linked to project based learning and some children have reported that the outing has positively enriched their learning experience.
- All staff have reported an increased understanding of the impact of poverty on children and families through the completion of the CPAG eLearning CoSD module. The module allowed staff to consider hidden poverty and the impact on children’s health, wellbeing, learning and attainment. It also gave staff the opportunity to consider unconscious

	<p>bias and helped them consider how to continue to remove stigma and assumptions.</p> <ul style="list-style-type: none"> <li>Care Experienced learner tracking was implemented and supported identification of the impact on wellbeing and attendance with majority of learners making good progress within both areas.</li> </ul>
ELC	<p>What did we do?</p> <p><b>PEF appointed PT in collaboration with ELC practitioners</b></p> <ul style="list-style-type: none"> <li>QA of ELC was reviewed and strengthened with more robust monitoring and tracking implemented.</li> </ul> <p><b>Evidence indicates the following impact on learners:</b></p> <ul style="list-style-type: none"> <li>QA procedures was strengthened leading to more robust monitoring and tracking.</li> <li>Most staff reported increased confidence in data analysis and interpretation.</li> </ul>

<p>3.</p> <p>To improve children and young people’s health &amp; wellbeing</p> <p>Our measurable outcome for 2024/25 was to ensure ----</p> <p>Learning opportunities provide appropriate progression in learning and high-quality learning experiences that support learners understanding and language of GIRFEC and RRS/UNCRC</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 satisfactory progress.</p> <p><b>What did we do?</b></p> <ul style="list-style-type: none"> <li>Continued implementation of wellbeing check-ins using self-reporting both in class daily and online at periodic intervals.</li> <li>Continued to embed a shared language and understanding of health and wellbeing with purposeful opportunities to apply the associated skills in meaningful contexts throughout the school’s community.</li> <li>Increased pupil voice – self reporting and contributing views, opinions and ideas that lead to change e.g. pupil voice groups, House Groups, informing policy such as Bullying Guidance.</li> <li>We continued to explore ways in which to embed the language of GIRFEC and UNCRC into our school ethos, culture and planning as well as processes and practices through focused GIRFEC and UNCRC assemblies and The Big Question Time.</li> <li>Continued to develop our targeted nurture approaches across the school; including: family engagement, core nurture groups, Beehive,</li> <li>Further developed the nurture principle, ‘knowing and understanding me developmentally’ all staff engaged in further training and development in relation to additional support needs; these included: English as an Addition Language (EAL), Dyslexia, language differences, ASD and ADHD.</li> </ul> <p><b>Evidence indicates the following impact on learners:</b></p> <ul style="list-style-type: none"> <li>The P5-P7 pupil ethos survey results demonstrated that the majority of learners felt positive in their response to all of the questions.</li> <li>Almost all learners are able to identify and discuss our school values and what they mean to them.</li> <li>Across the school most to almost all of our learners were reporting positive health and wellbeing scores using the wellbeing indicators.</li> <li>Across the school most learners engage well in their learning across the curriculum.</li> <li>Across the school most of our learners have over 90% attendance.</li> <li>Most learners are increasing their use of UNCRC and GIRFEC language.</li> <li>Almost all learners are using self-reporting systems regularly and in a more meaningful way.</li> </ul>
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	<ul style="list-style-type: none"> <li>• GIRFEC and Rights Respecting language is more embedded in conversations and most learners can talk about this in a variety of contexts.</li> <li>• Emotional literacy has started to help most learners to become increasingly more competent in understanding their own feelings and the feelings of others.</li> </ul>
<p>ELC</p>	<p>What did we do?</p> <ul style="list-style-type: none"> <li>• Wellbeing Check-ins were revised in consultation with ELC learners and practitioners.</li> <li>• Further enhanced consultative planning to reflect learner’s views, ideas and interests.</li> <li>• Continued to implement UNCRC into the life of the ELC community.</li> </ul> <p>Evidence indicates the following impact on learners:</p> <ul style="list-style-type: none"> <li>• Most learners are able to articulate their needs and thoughts in relation to HWB check-in procedures.</li> <li>• Consultative planning reflects an increased level of pupil voice.</li> </ul>
<p>4. To improve employability skills, and sustained, positive school-leaver destinations for all young people</p> <p>Our measurable outcome for 2024/35 was to ---</p> <p>continue to embed a whole school framework which will enable children to make connections between skills for learning, life and work.</p> <p>NIF Driver(s)</p> <p><input type="checkbox"/>School and ELC Improvement.  <input checked="" type="checkbox"/>School and ELC Leadership  <input checked="" type="checkbox"/>Teacher and Practitioner Professionalism  <input checked="" type="checkbox"/>Parental Engagement  <input checked="" type="checkbox"/>Curriculum and Assessment  <input checked="" type="checkbox"/>Performance Information</p>	<p>We have made good progress.</p> <p><b>What did we do?</b></p> <ul style="list-style-type: none"> <li>• Real-World STEAM Projects: learners engaged in hands-on, interdisciplinary projects such as the DNA Hunters and Royal Society STEM transition project, which included sustainable building design, modular construction, and scientific investigation.</li> <li>• Industry and Higher Education Partnerships: collaborations with Edinburgh Napier University, Smart STEM, and other external partners have enriched the curriculum and provided authentic contexts for learning. Science, maths, and engineering principles. included live-streamed lessons and resource kits.</li> <li>• Moderation and Shared Standards: cluster-wide moderation of STEAM learning, including sampling of pupil work and shared success criteria, has supported consistency and high expectations</li> <li>• Digital and Design Skills: use of tools like USB microscopes, along with CPD for staff, has enhanced digital literacy and design thinking across stages.</li> <li>• Transition and Progression: Projects such as the P7–S1 STEM transition programme and Digital Ninja initiative have supported continuity in learning and skill development across the 3–18 pathway.</li> <li>• DNA Hunters Project: involved P6/7 learners in DNA extraction and scientific inquiry, culminating in a showcase at the Glasgow Science Centre.</li> <li>• Smart STEM event brought together P7 learners from across the cluster for workshops with 12 industry partners, promoting transition and STEM engagement.</li> <li>• Professional Learning and Moderation -STEM Moderation Sessions: teachers sampled work from across schools to track meta-skills development and align expectations. CPD on Sketch Up and STEM Planning: Provided to support staff confidence in delivering design and engineering-based learning.</li> <li>• STEM Planning Days used to co-design cluster events and CAT sessions. Shared Resources and Teams Page created to support practitioner access to planning tools, provocations, and success criteria.</li> </ul>

	<p><b>Evidence indicates the following impact on learners:</b></p> <ul style="list-style-type: none"> <li>• Learners developed transferable skills through engaging, real-world STEAM contexts.</li> <li>• Staff gained confidence in delivering interdisciplinary learning and assessing meta-skills.</li> <li>• Schools strengthened transition pathways and curriculum coherence from P6 to S1.</li> <li>• The Cluster was recognised by Education Scotland for excellent practice in STEM and invited to present at national roadshows.</li> <li>• Our school was awarded the STEM Nation Award for excellence in all five categories of STEM learning.</li> </ul>
ELC	<p><b>What did we do?</b></p> <ul style="list-style-type: none"> <li>• Embedding of the use of online SEESAW profiling</li> <li>• Continued to develop responsive planning to support learner's curiosity in various employment opportunities</li> <li>• STEM school lead provided ELC professional learning sessions to support development of STEM within ELC.</li> </ul> <p><b>Evidence indicates the following impact on learners:</b></p> <ul style="list-style-type: none"> <li>• Enhanced practitioner and parental engagement with Seesaw profiling.</li> <li>• Responsive and consultative planning resulted in increased world of work play opportunities and use of associated vocabulary.</li> <li>• Practitioners completed STEM training session and plan to implement STEM within ELC during Session 2025-2026.</li> </ul>

### **Attendance August 2024 - June 2025, 88.8%**

Monitoring and tracking of pupil attendance was completed in partnership with the Interrupted Learner Service (Attendance), Youth Strategy, Inclusion & Support Service (Attendance) and family engagement teacher and Area Attendance referral process.

We have taken into consideration the individual circumstances surrounding attendance and have identified that moving forward that there is further improvement that can be made with regards to attendance and late arrivals next session. We will also continue to work in partnership with other agencies to support pupil attendance looking at factors that may be impacting on attendance and possible ways of addressing the barriers for learners and families.

### **Parents and Carers and other Stakeholders in improvement planning and on reporting school performance**

The Parent Council continues to be a developing partnership that supports school and community events. We continue to use the local authority ethos survey to be responsive in our plans. We have an established programme of partnership working with Active Schools, SUSTRANS, the local church, library, care homes and businesses. This has added to the wider experiences we have been able to provide across the school. We want to continue to develop this and better involve our partners in self-evaluation activities. Parents and carers have worked in partnership with school staff throughout this academic session. Systematic approaches to seeking parental views, including through the use of digital technologies, are being embedded as a feature of school and ELC improvement. We will continue to work in partnership with our parents and carers during 2025-2026 to support their ongoing engagement and partnership with the school.

We thank parents and carers for their support and look forward to further enhancing parental engagement and involvement in the life and work of the school next session.

Our Wider Achievements 2024-2025:

- We continue to have a range of pupil groups that lead aspects of school improvement; these include: Reading Ambassadors, House Groups, Pupil Council, Eco Group, Health, literacy, numeracy and maths mini champs, Pupils Rights Group.
- Our buddy programme allows P6 into P7 pupils to support ELC into P1 learners transition into school and provides this link throughout learners first year of school. This programme is highly valued by children, staff and parents/carers.
- We have offered after school clubs in partnership with Active Schools and Whitburn Academy Sports Leaders.
- We have an established school House System, consisting of 4 House: Red Squirrels, Owls, Wild Cats and Stags. Pupils contribute to earning House Token and House Points for their House Group, all linked to our school values.
- Education Scotland STEM Nation Award
- Scottish Book Trust – Reading Schools Gold Award
- Climate Smarter (Young Engineers and Science Clubs Scotland) – P6 & P7
- Stem Leaders (Young Stem Leader Programme) – P6 & P7
- Whole school participation in Cluster Stem Project in conjunction with local community, West Lothian Council and Young Enterprise Scotland
- Continued participation in Lothian Green Space Trust
- Rights Respecting Schools Award – Bronze
- Sport Scotland – School Sport Award – Bronze
- Retained ECO Schools Award
- Successful Asda Community Grant

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

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

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

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

**\*(Indicators used in How good is our school? 4<sup>th</sup> Edition, Education Scotland 2015 and How Good is Our Early Learning and Childcare 2016)**