West Lothian Council

Polkemmet Primary School 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	Satisfactory
2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equality and inclusion	Good
3.2 Raising attainment and achievement	Good

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School Context:

Polkemmet Primary School is a non-denominational school that serves the community in the West of Whitburn. During session 2025-2026 the school roll of 230 pupils was comprised of 161 pupils organised over 8 classes in the primary school. In the ELC (nursery), 24 morning children (including 3 two-year-olds) and 28 afternoon children (including 5 two-year-olds), and 17 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, WLC Adult Learning sessions and other family events. A number of people from the local community, church and parent/carers volunteer to support children's learning experiences through donations of resources and time.

A high number of our children have barriers to learning and staff work hard to identify and overcome these, providing an inclusive and nurturing learning environment for our children and their families. We believe that learners **have to be well, to do well'** and that we can empower them to, 'Be all you can be- - Proud to be Polkemmet'. Our school values underpin our teaching and learning and provide an environment which prepares our pupils to be **Confident, Responsible, Effective Contributors, and Successful citizens**. **Our Values Kindness, Perseverance and Creativity** effectively inform improvements and our learner's sense of identity with the school.

View our school website *Polkemmet Primary School - Polkemmet Primary School*

Click or tap here to enter text.

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

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

- We continue to embed an inclusive and equitable school culture, celebrating diversity and supporting the wellbeing and achievement of all. HWB Mini Champs and Pupil Voice Group created an action plan to support pupil wellbeing with termly monitoring

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

- We have implemented targeted interventions for pupils not achieving expected levels in literacy and numeracy.

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

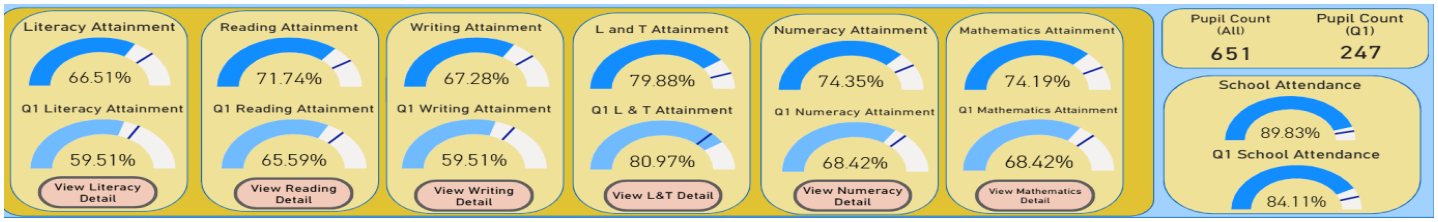
- We have continued to develop skills for life, learning and work using the Meta Skills Framework and developing learner profiling approaches in line with our cluster primary and secondary schools.

Improvement in achievement, particularly in literacy and numeracy:

- Practitioners have engaged with professional learning to ensure pupils receive consistently high-quality learning experiences demonstrating pace, challenge and leadership of learning.
- P7 has worked closely with Whitburn Academy PTC Maths, Building Thinking Classrooms. P1-2 and the ELC Early Years Officer have engaged with Education Scotland Learning to Read in the Early Years programme.
- P5 and P6 teachers engaged with The Equity Team on improvement methodology for targeted learners within writing.
- P4-7 staff engaged with Glasgow University Maths Burst STEM Space Project.

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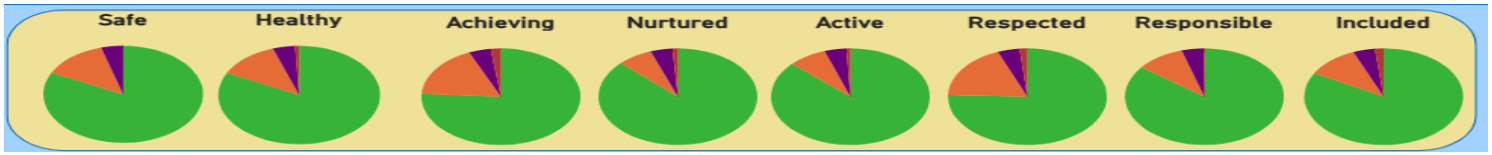
How do we know what has made a difference for your child?



The information above shows an overview of our current levels of attainment. We are beginning to support increased levels of attainment through targeted, evidence-based interventions that promote equity, supported by our Support for Learning model. Additionally, we are investing in staff professional development to ensure sustainable impact and continuous improvement.

School attendance is currently 89.95% and 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.

Our school has a 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.



- **Ethos Survey Results: T**he majority of parents/carers are satisfied overall with the school. Almost all parents feel that they are kept informed about the school and events. Almost all parents feel that the school has helped to reduce day-to-day school costs and promoted the importance of attendance. Most parents considered the school offers of family events and workshops. Most parents consider that children are encouraged and stretched to work to the best of their ability and are progressing well in their learning. Most parents consider their children are safe in school.
- **Parental Engagement Impact:** There is a newly formed, dedicated Parent Council who support family events, fundraising and learners' experiences. There has been a very positive increase in parents/carers attendance at family events throughout due to the implementation of a shared annual calendar of events.
- **Partnerships:** The Adult Learning Education Support Services have provided parent cooking classes, family learning events and annual summer family science activities. Inclusion Support Services Parental team have provided direct family support and offered Tripple Parenting classes. Inclusion Support Services and Primary Outreach have worked closely with staff and learners across the school. Language and Literacy support Service has supported staff professional learning and learners' literacy assessments.
- **Pupil Equity fund**: -All learners have had the opportunity to experience a trip/club as decided by learners as part of the Pupil Participatory Budget. Class surveys of learner's views reflect that almost all learners felt the experience was positive and helped support their learning experiences. School wide tracking of attendance and early interventions has made incremental progress with the introduction of a school attendance tracker that is accessible to all staff and notes interventions completed with next steps to support learners and families.

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<table>
<tr><th colspan="3">Achievements we're proud of this year:</th></tr>
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<td>Wider Achievements:

P7 engaged with West Lothian Climate Action Network Royal Society Book Prize and Royal Society Partnership grant for civil engineering with Edinburgh Napier University. P7 participated in the Whitburn Rotary Club Quiz. Continued to engage with Whitburn Academy as part of P7-S1 transition, STEM DYW experiences and attendance at Academy school events e.g. Panto.
P6 teams participated in the Euro Quiz and attend Heriot Watt University as part of Stemovators challenge.
P1-7 Christmas sing-along, class assemblies and curriculum family workshops.
P4 and school nurture groups participated in Kidz Gone Wild outdoor learning and Limelight Music workshop.
P5-7 school Lendrick Muir camp.
Creativity in Numeracy winners
P1-P7 after school clubs in partnership with Active Schools and school staff
P2 led P1-7 Eco Spring Clean Up
P1-7 were consulted and decided on their class excursions that were funded by PEF Pupil Participatory Budget funds.

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<td>What our pupils say:
'The teachers help me to learn by making me brave to try my best'.
Feedback from a P4 pupil

'Good friends, my Buddy helps me to learn'.
Feedback from a P1 pupil

'I use my creativity to help me learn'.
Feedback from a P6 pupil

'Nurture has helped me with my emotions and understanding of my choices.' Feedback from a P6 pupil</td>
<td>What our families say:
'My child is supported in their learning'.

'My child is included, supported and valued'.

'The school provides lots of wider experiences for my child'.

'The school listens to me and involves me in school events'.

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<td>What can your child look forward to next school session?

Staff will continue using a wide range of learning environments and creative approaches whilst engaging with outdoor learning and the Curriculum Improvement Cycle
Staff will continue to develop profiling and ensure all children have a learning profile.
Continue to develop our Team Around the Class approach to ensure consistent, high quality universal and targeted support for all learners.
Engage with pedagogy support to develop further a culture of writing.
Ensure planned, progressive opportunities to support wellbeing and children's rights.
Cluster school engagement with Building Thinking Classroom which aims to improve the conditions for deep mathematical thinking and learning across the school.
Develop a calendar of activities and curricular input to celebrate our school community

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<td colspan="2">How do we know we have made a difference? What does this mean for your child?
Learners have been supported to overcome barriers to learning through a number of carefully measured interventions. They have also received targeted support from our support for learning team within their classrooms, small groups and individual support sessions.

In P1 the majority of our children are on track in their learning in literacy and most of our children are on track in numeracy at early level.
In P2 the majority of our children are on track in their learning in literacy and in numeracy at first level.
In P3 the majority of our children are on track in their learning in literacy and in numeracy at first level.
In P4 the majority of our children are on track in their learning in literacy and most of our children are on track in numeracy at first level.
In P5 most of our children are on track in their learning in literacy and the majority of our children are on track in numeracy at second level.
In P6 most of our children are on track in their learning in literacy and numeracy at second level.
In P7 most of our children are on track in their learning in literacy and numeracy at second level.

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