West Calder High School

School Improvement Plan

2025-2026

Head Teacher's Introduction

West Calder High School (WCHS) serves a large geographical area within West Lothian, from the border with Edinburgh City Council to the east, to the Lanarkshire boundary in the west. There are 6 Cluster Primary Schools: Addiewell, Calderwood, East Calder, Kirknewton (also recognised as serving Balerno High School, City of Edinburgh Council), Mid Calder, Parkhead and Woodmuir. WCHS catchment area comprises a wide social mix with 17% of the school roll registered for Free School Meals. WCHS has a pupil roll of 1250 and a teaching complement of 77 FTE. The Senior Leadership Team consists of 1 Head Teacher, 3 substantive Depute Head Teachers, 1 Acting Depute Head Teachers (0.5FTE) and an Area Business Manager. There are 6 PTCs, 8 PTs and a Pupil Support Manager.

The focus of West Calder High School is on excellence and continuous improvement to enable young people to achieve the very best outcomes. We provide young people with a rich learning experience both in school and as part of our enhanced curriculum offering which includes an exciting outdoor education provision and a wide range of after school activities. We pride ourselves on being a school of creativity and innovation and with our modern building and excellent facilities, young people are able to thrive and secure the highest levels of attainment and achievement.

At West Calder High School our goal is to ensure that all learners can access the highest quality of learning and teaching. Our aim is to develop ambitious, enthusiastic and engaged learners who confidently self-manage and have ownership of their own learning.
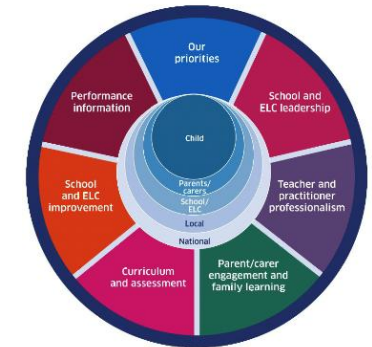
Raising Educational Attainment Strategy 2023-2028

Outcome 1 – Learning & Curriculum Ensuring every child and young person experiences varied, vibrant and challenging learning experiences which are built on the provision of high quality and inclusive learning, teaching and assessment. Fundamental to this is the design and implementation of a curriculum that creates the conditions, culture and ethos for all four capacities (successful learners, confident individuals, responsible citizens and effective contributors) to thrive and be equally valued.

Outcome 2 – Wellbeing, Inclusion & Attendance Improving wellbeing, inclusion and attendance for all children and young people, promoting confidence, independent thinking and resilience. Fundamental to this is working with families and partners to support the highest possible levels of engagement and equity for all. Improving health and wellbeing for all children and young people will lead to raised educational attainment and achievement, ensuring that learning promotes confidence, resilience, engagement, independent thinking and positive mindsets which in turn increases personal, social, cultural and economic opportunities.

West Lothian Raising Educational Attainment Strategy 2023-2028

National Improvement Framework: https://shorturl.at/x6rHE

NIF Sketchnote 2025: https://shorturl.at/RB0xS

West Lothian Raising Education Attainment Strategy 2023 – 2028: https://shorturl.at/RQ7k1

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# Summary of West Calder High School Priorities 2025-2026

We will promote Equality and Diversity at WCHS

We will tackle the Barriers to Engagement in Learning for young people within WCHS

We will reduce the Gender Attainment Gap at WCHS

We will improve outcomes and attainment for all learners

We will Improve pupil understanding of Learning and teaching experiences and PACED
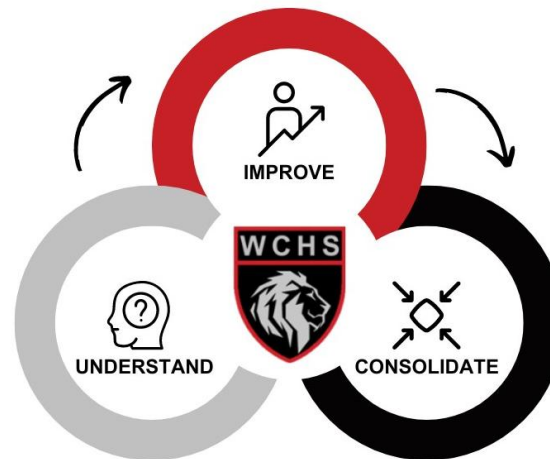
Is the curriculum at West Calder High School fit for purpose?

How do we self-evaluate across the school and is this driving improvement?

We will ensure that we are Meeting Learner's Needs

We will continue to build consistency of Purpose & Challenge within lessons in the BGE across our school Community

We will continue to improve Quintile 2/FSM Attendance & Attainment

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Priorities for Improvement

We will promote Equality and Diversity at WCHS					

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
Approaches to Equality & Diversity ensure that every individual young person feels valued and included and is encouraged to achieve their personal best	3.1 2.3 3.2	Staff utilise a range of approaches to ensure that every individual young person feels valued and included by providing high quality learning experiences which acknowledge and celebrate the diversity of our school community.	June 2026	LQ Wellbeing SupportTeam All staff Pedagogy Team	Self-evaluation evidence Pupil/parent/staff feedback	
		Evaluate existing approaches to Equality & Diversity in consultation with all stakeholders (with support of Ed Scot. Resources)	December 2025	LQ Wellbeing Support Team Pupil group	Self-evaluation evidence Pupil/parent/staff feedback	
		Refresh WCHS Anti-Bullying Strategy in line with National Respect Me Award Feedback	October 2025	LQ Wellbeing Support Team Pupil group	Self-evaluation evidence Pupil/parent/staff feedback Refreshed approaches	
		Using self-evaluation evidence, develop a WCHS Equality & Diversity strategy	June 2026	LQ Wellbeing Support Team Pupil group	Self-evaluation evidence Pupil/parent/staff feedback Refreshed approaches	
		Develop an E & D action plan for implementation during session 2025/2026	September 2025	LQ Wellbeing Support Team Pupil group	Self-evaluation evidence Pupil/parent/staff feedback Refreshed approaches	
All WCHS Wellbeing, Equality and Inclusion approaches align to the newly refreshed WL positive Relationships policy	3.1 2.3 3.2	Gather data regarding existing approaches and impact	October 2025	LQ Wellbeing Support Team All Staff Pupil Groups Staff Groups Parent Groups	Self-evaluation evidence Pupil/parent/staff feedback Refreshed approaches	
		Review and refresh WCHS Positive Relationships strategy in line with WL guidance				
		Review and refresh all WCHS Wellbeing, Equality and Inclusion approaches to ensure alignment with WL approaches				

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We will tackle the Barriers to Engagement in Learning for young people within WCHS

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
To analyse and understand the data to identify barriers to engagement in learning for young people at WCHS (WL RAISE Plan)	2.3 2.4 3.1 3.2	Analysis of school and authority raw data both in the BGE and Senior Phase to understand attainment gaps	December 2025	GH ES T&M working group SLT	Self-evaluation of WCHS raw data Pupil/parent/staff feedback	
		Analysis of Insight data with consideration of virtual comparator to understand school performance in tackling potential barriers to learning	December 2025	GH ES T&M working group SLT	Self-evaluation of WCHS Insight data Pupil/parent/staff feedback	
		Analysis of attendance data to measure impact on learning	December 2025	GH/LQ ES T&M working group SLT	Self-evaluation of WCHS attendance data Pupil/parent/staff feedback	
Identification of protected characteristics and how these create barriers to learning at WCHS	2.3 2.4 3.1 3.2	Staff training on protected characteristics and how support can be provided in school	December 2025	LQ SLT Wellbeing Support Team	Training completed Staff feedback	
		Evaluation of groupings within WCHS to gain understanding of potential barriers to learning	December 2025	LQ SLT Wellbeing Support Team	Self-evaluation of WCHS data Pupil/parent/staff feedback	
	2.3 2.4 3.1 3.2	Staff training on poverty as a barrier to learning and how support can be provided in school	October 2025	LQ/AS Wellbeing Support Team	Training completed Staff feedback	

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Desired Outcome						
To understand the poverty related barriers to learning at WCHS				All Staff		
		Evaluation of groupings within WCHS to gain understanding of potential poverty related barriers to learning	December 2025	LQ/AS Wellbeing Team Support Team All Staff	Self-evaluation of WCHS data Pupil/parent/staff feedback	
		Continued embedding of West Calder Cares Charity	Ongoing	AS WCC Committee	Charity status recognised Pupil/Parent/Staff/Partners feedback	

We will reduce the Gender Attainment Gap at WCHS						
Desired Outcome	**QIs**	**Action**	**Timeline**	**Who**	**Measurement / Evidence**	**Progress Update**
To identify gender gaps from most recent attainment data available	3.1 3.2	To consider attainment data available in most recent qualification diet	August 2025	GH/ CM	Data identification and analysis	
		To work with Cluster primaries to identify gender gaps from data available.	June 2026	GH/ CM Cluster Primary HT's	Data provided by Primary Cluster Data tracked to measure progression over time in BGE & Senior Phase	
		To create pupil focus groups to explore attainment findings	October 2025	GH/ CM	Focus group feedback	
To consider other establishments and LA's on how they are approaching the gender gap	3.1 3.2	Analysis of 2019 – 2024 LA and out with Insight data to identify gender gap from S4 – S6.	August 2025	GH/ LQ/ CM	Data identification and analysis Partner school's feedback	

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
Approaches to Wellbeing, Equality and Inclusion reduce the Gender Attainment Gap	3.1 3.2	Process implemented to monitor gender gap related to attendance and engagement Staff are aware of, and utilise a range of strategies designed to remove barriers to attendance and engagement and reduce the gender attainment gap	October 2025	LQ Wellbeing Support Team All Staff	Attendance Data ASN data Seemis data Attainment data Wellbeing data Pupil/Parents/Staff feedback	

We will improve outcomes and attainment for all learners

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
Monitoring and Tracking system and processes will enable us to effectively support all learners in the BGE to achieve their full potential	2.3	Implementation of the tracking and monitoring framework to staff, pupils and parents	Sept 2025	GH, ES, SMcK, M&T working group	Stakeholder feedback	
		Staff training on key elements of the framework to ensure learners are effectively supported	Sept 2025	ES, SMcK KS, Pedagogy team	Training completed Staff feedback	
		Ensure all staff have a clear understanding of CFE levels and have moderated BGE assessments to ensure tracking data is robust, reliable and meaningful	October 2025	ES, KS PTs	Moderation documentation	
		Opportunities for staff to engage in professional learning, collaborative sessions and provided time to develop approaches to moderation in their department.	June 2026	ES, KS and PTs	Stakeholder feedback and evidence of opportunities	
		Building links with our cluster through moderation based collaborative work	June 2026	ES, KS and GH	Stakeholder feedback and evidence of opportunities and work completed	
			Ongoing from October	GH, ES, SMcK, Year Heads,	Self-evaluation of WCHS data	

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
		Analyse BGE attainment data in trackers to monitor progress and ensure interventions are learner centred and effective		Wellbeing staff, M&T working group	Tracker	
		Ensure suitable follow up actions are implemented following each tracking period to deliver meaningful improvements in learner outcomes	Ongoing from October	ES, Year Heads, Wellbeing staff,	Self-evaluation of WCHS data Tracker	
Ensure a smooth implementation of Senior Phase Monitoring and Tracking in session 2026-27	2.3	Review all systems and processes in the BGE to ensure successful implementation of Year 2, an introduction to the Senior Phase.	June 2026	GH, ES, SMcK, M&T working group	Stakeholder feedback Self-evaluation of WCHS data Tracker	
Staff understand how to use data to make effective interventions to support destinations	2.3	All members of the WCHS Pathways Group will use the WLC Positive Destinations Tracker to monitor progress and inform interventions for all young people S3-6.	From August 2025	SM/PWG	Tracker updated regularly and used effectively to plan individual interventions leading to sustained positive destinations.	

We will Improve pupil understanding of Learning and teaching experiences and PACED						
Desired Outcome	**QIs**	**Action**	**Timeline**	**Who**	**Measurement / Evidence**	**Progress Update**
Increased pupil understanding of Learning and teaching and PACED	2.3	Consistently focus across our school community in terms of visuals and conversations - via posters, assemblies, inputs in classes, focus groups and questionnaires.	June 2026	All staff – Focus on KS, Pedagogy team, Year heads and Well-being support year leads.	QA Evidence - Observations, stakeholder feedback, focus groups and survey data.	
			June 2026	All staff – Focus on KS, Pedagogy team,	QA Evidence - Observations, stakeholder	

	Embedding of Year three Strategic Learning and Teaching plan.			Year heads and Well-being support year leads.	feedback, focus groups and survey data.	
	Sharing of actions from data gathering linked to L and T with pupils' consistent approach at assemblies and visuals.		June 2026	KS and Pedagogy team	Pupils feedback	

Priorities for Consolidation

We will ensure that we are Meeting Learners Needs						
Desired Outcome	**QIs**	**Action**	**Timeline**	**Who**	**Measurement / Evidence**	**Progress Update**
Year three of Strategic Learning and Teaching plan Is implemented.	2.3	Please see consideration points within L and T Year three update document and Learning and teaching policy launched in session 22-23. The focus of these are inherently linked to meeting learners needs and PACED.	June 2026	All teaching staff	Observations, stakeholder feedback, focus groups and survey data.	
Every individual young person receives their entitlement to a high-quality, personalised educational experience which meets their needs (WL RAISE Plan)	2.3 2.4 3.1	Expand the universal & targeted curricular offer to meet the needs of every young person (including opportunities for wider achievement)	April 2026	ELT Wellbeing Team	Attainment data Engagement & Participation data Pupil/Staff/Parent feedback	
		Planned learning experiences are adapted in response to individual learner needs	June 2026	All teaching staff	Attainment data Pupil satisfaction Staff feedback Lesson observations Engagement & Participation data	
			June 2026		Attainment data	

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		Individual young people with ASN are making good progress against their personal targets & national benchmarks/comparators		All teaching staff	GIRFEC planning tools Pupil/Staff/Parent feedback Engagement & Participation data	
		Expand the resources available to support young people with ASN who require targeted support	June 2026	LQ Wellbeing Support Team	Attendance Data Attainment data GIRFEC planning tools Engagement and participation data	
As part of the WCHS Guarantee, the Senior Phase Curriculum provides all young people with opportunities and experiences to increase their employability. (WL RAISE Plan)	2.3 2.4 3.1	Maintain and enhance curriculum pathways for all in the senior phase, including wider achievement.	May 2026	SM/SLT	Pupil and parent satisfaction rates. Stay-on rate data. SLDR.	

We will continue to build consistency of Purpose & Challenge within lessons in the BGE across our school Community						
Desired Outcome	**QIs**	**Action**	**Timeline**	**Who**	**Measurement / Evidence**	**Progress Update**
Pupils' needs are consistently met when learning.	2.3	Actions Outlined by L and T year three update considerations (doc attached)	Ongoing	All teaching staff	All data sources – Observations, focus groups, surveys, stakeholder feedback Engagement with BTC – Maths FIP	
Learning and teaching Is evaluated as very good.	2.3	Actions Outlined by L and T year three update considerations (doc attached)	Ongoing	All teaching staff	All data sources – Observations, focus groups, surveys, stakeholder feedback Engagement with BTC – Maths FIP	
Provide extensive professional learning opportunities for staff linked to areas of development to improve consistency of purpose and challenge.	2.3	Continue to offer extensive bespoke CLPL programme which links support, meeting learning needs, pedagogy and curriculum.	Ongoing	SLT, Pedagogy and well-being teams	Staff feedback, observation data, staff attendance at CLPL programme	
		Time dedicated to collaborative and department development of Learning and teaching. Focused time at every SIP session and inset day passed over to L and T development with a focus on consistency	Ongoing	All teaching staff	Stakeholder feedback, observations and survey data.	
		Implementation of Staff Lesson study pilot with a focus on purpose, challenge and meeting learners needs.	Ongoing	Range of teaching staff	Staff feedback, lesson study pilot data, observations of staff involved.	
The BGE Curriculum provides a range of opportunities and experiences for young people to develop skills and track their progress and achievements. (WL RAISE Plan)	2.3 3.3	Participate in a collaborative 'Embedding Skills' project with cluster colleagues, in partnership with Education Scotland.	Aug 2025-May 2026	Your Future Leads. (Primary & Secondary) Your Future Core Team. Ed Scot.	Implementation of 'Embedding Skills' approach in the BGE and in P5-7. Staff participation and feedback.	

			Oct 2024-June 2025	Your Future Leads/All staff. Your Future Core Team.	Development of 'Embedding Skills' approach in the BGE. Implementation of approach June 2025.	
			January 2025	Your Future Leads/All staff. Your Future Core Team.	Development and Implementation of the profiling tool for BGE and P7 young people.	
		Continue to develop WCHS as a Rights Respecting School – Working towards Gold Award	August 2025 – June 2026	N Dolan SLT	Evidence produced to obtain Silver Awards status Successful verification undertaken	
The BGE Curriculum provides a range of opportunities and experiences for young people to develop skills and track their progress and achievements. (WL RAISE Plan)	2.3 3.3	To implement Phase 1 of the WCHS Skills Pathway.	From August 2025	SM/ All staff	Feedback from staff and young people.	
		To implement the WCHS Skills Passport.	From August 2025		Feedback from staff and young people.	
		To provide CLPL opportunities for staff to build their capacity to plan curriculum which is focused on improving the 'learner experience' for all learners and which is underpinned by the principles of curriculum design.	From October 2025		Feedback from staff on levels of confidence in delivering high quality learner experiences. Observations.	

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We will continue to improve Quintile 2/FSM Attendance & Attainment

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
Attendance of targeted groups improves in line with school targets and WL stretch aims	3.1 2.3 3.2	Process implemented to monitor attendance of targeted groups (incl. Q2 & FSM) & identify required interventions Staff are aware of targeted young people and supports in place to encourage necessary improvements Year group spreadsheets further developed to include targeted group data (including Protected Characteristics)	August 2025 August 2025 October 2025	LQ Wellbeing Support Team All staff Wellbeing Support Team	Attendance Data Year Group Spreadsheets Attendance tracking	
		<u>CLPL</u> Effective attendance data analysis & interventions Removing barriers to attendance and engagement	December 2025	Year Heads All staff	Attendance Data Staff engagement Staff feedback	
		Optimum levels of attendance are promoted with young people and parents/carers Young people & Parents/Carers are supported to make necessary improvements	Regularly throughout session 2025/2026	Year Heads Wellbeing Support Team All staff	Attendance Data Year Head newsletters Assemblies Wellbeing lessons Parent Consultation meetings Progress reports Pupil/Parent/Staff feedback	
Robust, systems and timely, proportionate targeted interventions support improvements in attendance and engagement for individual young people in targeted groups	3.1 2.3 3.2	3.1 Monitoring/Quality Assurance Calendar developed & implemented to monitor impact	August 2025	Year Heads Wellbeing Support Team ELT	Attendance Data ASN data Seemis data Attainment data Wellbeing data Pupil/Parents/Staff feedback	
		A range of targeted, responsive, timely, proportionate interventions are available to support improvements in attendance	As required throughout the session	Year Heads All staff	Attendance Data ASN data Seemis data Attainment data	

					Wellbeing data Pupil/Parents/Staff feedback	
S5/6 Attendance and engagement improves in line with WL Stretch Aims & School targets	3.1 2.3 3.2	Implementation of Senior Phase Learner Agreement to improve attendance and engagement in S5/6 Optimum levels of attendance and engagement are promoted with S5/6 learners, parents/carers	September 2025 Ongoing throughout the session	LQ/SM Wellbeing Support Team All Staff	Attendance Data ASN data Seemis data Attainment data Wellbeing data	

Priorities for Understanding

Is the curriculum at West Calder High School fit for purpose?

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
How do we ensure that we are providing a BGE Curriculum which empowers our young people to become successful learners, confident individuals, effective contributors and responsible citizens?	2.2 3.1 3.2 3.3	To complete a full review of the BGE Curriculum with all stakeholders.	October 2025	SM in partnership with all stakeholders	Feedback from all stakeholders Observations	
		To develop a BGE Curriculum Rationale which is underpinned by our school values, and which aims to empower our young people to become successful learners, confident individuals, effective contributors and responsible citizens.	December 2025	SM in partnership with all stakeholders	BGE Rationale agreed by all stakeholders	
		In partnership with a local energy company, develop a Learning for Sustainability Strategy which aligns to Scotland's Learning for Sustainability Action Plan 2023-2030 and our BGE Curriculum Rationale, and which aims to ensure our young people are receiving their Learning for Sustainability entitlements.	May 2026	SM/KT/KC/Muirhall Energy	Completion of Learning for Sustainability Strategy	
In partnership with our primary cluster, how can we achieve a coherent and progressive 3-18 curriculum which empowers our young people to become successful learners, confident individuals, effective contributors and responsible citizens?	2.2 3.1 3.2 3.3	To gain a deeper understanding of the primary cluster's approach to delivering curriculum and skills.	May 2026	SM/GH/ Cluster HT's	Feedback from key primary colleagues. Observation visits	
		To begin to explore ways in which we can work collaboratively with our primary cluster to develop a coherent and progressive 3-18 curriculum and skills pathway.	May 2026	SM/GH/ Cluster HT's	Outcome of discussions at cluster level.	

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Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
How effective is our Senior Phase Curriculum in providing a breadth of experiences, the opportunity to maximise qualifications and to prepare our young people for the world of life and work?	2.2 3.2	To complete a full review of the Senior Phase Curriculum with all stakeholders.	May 2026	SM/ GH Subject PT's	Feedback from all stakeholders Observations	

How do we self-evaluate across the school and is this driving improvement?

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
To understand what self-evaluation processes are in place at West Calder High School.	1.1	To undertake an audit across whole school remits, considering the HGIOS QI's, to gain an understanding of self-evaluation processes in place at WCHS.	June 2026	GH/ ES DHT's	Collation of self-evaluation calendars Collation of Self Evaluation processes Minutes of meetings	
		To undertake an audit across departments to gain an understanding of self-evaluation processes in place at WCHS.	June 2026	GH/ES DHT's PT's	Collation of self-evaluation calendars Collation of Self Evaluation processes Minutes of meetings	
		To form a working group to explore effective self – evaluation at WCHS.	June 2026	GH	Minutes of meetings	
To understand what effective self-evaluation looks like in a secondary school.	1.1	To create a partnership with outside establishments to consider their process for self-evaluation.	June 2026	GH/ES	Collation of self-evaluation calendars Collation of self-evaluation processes	
		To undertake CLPL of effective self-evaluation for self-improvement. Identifying gaps in self- evaluation at WCHS.	June 2026	GH/ES	Record of CLPL undertaken	