

West Calder High School

School Improvement Plan

2026-2027



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.

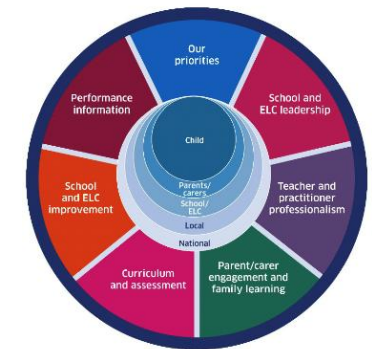


Raising Educational Attainment Strategy 2023-2028

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](#)

[NIF sketchnote 2025](#)

[West Lothian Raising Education Attainment Strategy 2023-2028](#)



Summary of West Calder High School Priorities 2026-2027

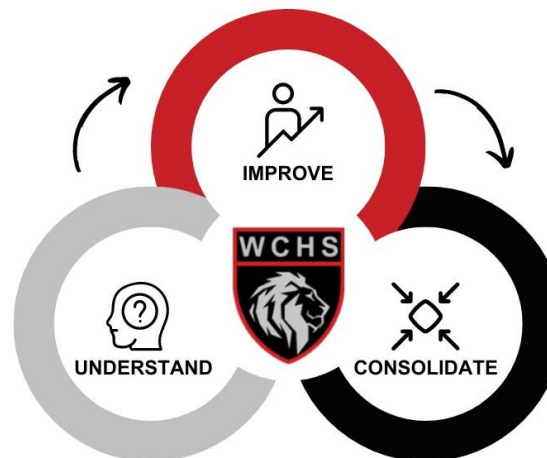
We will improve the individual and bespoke experiences of all stakeholders at WCHS

We will introduce a whole school self-evaluation framework at WCHS

We will ensure that we are Meeting Learner's Needs

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

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



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

We will promote Equality and Diversity at WCHS

We will continue to improve outcomes and attainment for all learners

We will Improve pupil understanding of Learning and teaching experiences and PAGED

Priorities for Improvement

We will improve the individual and bespoke experiences of young people and their families at WCHS							
Desired Outcome	Aims (STAN*)	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
To improve our approaches to ensuring that every young person is supported by a Trusted Adult team who knows them well and supports and challenges them to achieve their unique personal best	By June 2027, almost all young people will report through the Uniquely Me survey that they have a trusted adult in school who knows them well and supports them to achieve their personal best.	1.2 1.3 3.1 3.2	The revised Wellbeing Support structure will ensure high quality personalised support by a Trusted Adult who will ensure that every individual young person received their entitlement to high quality learning experiences which enable them to achieve and attain their personal best.	August 2026 & ongoing throughout the session	LQ Wellbeing Support Team	Attendance Data Attainment Data 'Uniquely Me' Data Pupil Feedback Parent Feedback Staff Feedback Tracking Data Wellbeing Data	
	By June 2027, overall school attendance will increase by 2 percentage points and the attendance gap between identified equity groups will reduce by at least 1 percentage point.		A continued focus on achieving individual personal best attendance in school and in class enables every individual young person to achieve and attain.	Ongoing throughout session 2026/2027	LQ Wellbeing Support Team, All Staff	Attendance Data Attainment Data 'Uniquely Me' Data Pupil Feedback Parent Feedback Staff Feedback Tracking Data Wellbeing Data	

To improve our approaches to recognising and celebrating the unique achievements of every individual young person	By June 2027, almost all young people identified through tracking and monitoring processes as requiring additional support will receive a recorded intervention within agreed timescales.	2.3 1.2	Further develop approaches to ensuring that every individual young person engages with a curriculum which meets their needs and supports their ambitions	October 2026	LQ Wellbeing Support Team, All Staff	Attendance Data Attainment Data 'Uniquely Me' Data Pupil Feedback Parent Feedback Staff Feedback Tracking Data Wellbeing Data	
	By June 2027, almost all parents/carers will report that they feel well informed and involved in supporting their child's wellbeing, attendance and achievement.		Expansion of Wellbeing Support Provision to support individuals to share any barriers to attendance, engagement or achievement	September 2026	LQ Wellbeing Support Team,	Attendance Data Attainment Data 'Uniquely Me' Data Pupil Feedback Parent Feedback Staff Feedback Tracking Data Wellbeing Data	
			Improved processes for ensuring timely, proportionate interventions to ensure individuals receive high quality, impactful support as required	September 2026	LQ Wellbeing Support Team, ELT All Staff	Attendance Data Attainment Data 'Uniquely Me' Data Pupil Feedback Parent Feedback Staff Feedback Tracking Data Wellbeing Data	

To improve outcomes for every individual young person by ensuring they are valued, included, and their uniqueness supported and challenged to enable them to achieve their unique personal best			Expand processes for capturing, recording and celebrating the unique achievements of every individual young person as part of the 'Uniquely Us, Uniquely You' strategy	December 2026	LQ Pupil Voice Team Wellbeing Support Team	Achievement Data 'Uniquely Me' data Participation Data Pupil Feedback Parent Feedback	
			Establish a pupil led group to establish improved approaches to recognising and celebrating the achievements of every individual young person	September 2026	LQ School Pupil Leadership Team Pupil Voice Team Wellbeing Support Team	Achievement Data 'Uniquely Me' data Participation Data Pupil Feedback Parent Feedback	
			Following investigation and gathering of views, create a 'Uniquely Us, Uniquely Me' charter which will state the WCHS commitment to ensuring that every individual is supported and challenged to achieve their unique personal best	October 2026	LQ School Pupil Leadership Team Pupil Voice Team Wellbeing Support Team	Attendance Data Attainment Data Achievement Data 'Uniquely Me' data Participation Data Pupil Feedback Parent Feedback Wellbeing Data Ethos Survey Data	
To improve our approaches to engaging and supporting families			Introduction of Phased approaches to sections of Professional learning based around PRD and professional learning needs.	May 2027	KS	Staff feedback, observation data, PL data	
			Further embedding of Bespoke professional learning opportunities through SIP Groups, observation opportunities and looking outwards engagement.				
We will ensure a bespoke approach to professional development.							

We will introduce a whole school self-evaluation framework at WCHS

Desired Outcome	Aims (STAN*)	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
To understand what self-evaluation processes are in place at West Calder High School.	By June 2027, all faculties and school improvement groups will have completed a self-evaluation audit, resulting in a comprehensive map of self-evaluation activities, calendars and evidence sources across WCHS	1.1	To continue to gain an understanding of self-evaluation processes in place at WCHS.	June 2027	GH/ AW DHT's	Collation of self-evaluation calendars Collation of Self Evaluation processes Minutes of meetings	
			To continue previous work to audit across departments to gain an understanding of self-evaluation processes in place at WCHS.	June 2027	GH/AW 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 2027	AW	Minutes of meetings	
To understand what effective self-evaluation looks like in a secondary school.	By June 2027, WCHS will implement a whole-school self-evaluation framework, with all departments and	1.1	To create a partnership with outside establishments to consider their process for self-evaluation.	September 2026	GH/AW	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 2027	GH/AW	Record of CLPL undertaken	
To implement effective self-evaluation policy at WCHS	improvement groups participating in an agreed	1.1	To create an effective and sustainable self – evaluation policy and framework for stakeholders.	June 2027	GH/ AW	SE Policy & Framework Evidence of SE activities across school	

To improve pupil voice opportunities at WCHS	annual cycle of evidence gathering, evaluation and improvement planning.	1.1	Establish a sustainable framework for pupil bodies within our school. Building on the already created Pupil Council's and Pupil Parliament.	October 2026	GH/ ND/ ZT/ IQ	Pupil Voice Calendar Minutes of Meetings	
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We will ensure that we are Meeting Learner's Needs

Desired Outcome	Aims (STAN*)	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
To continue to develop the range of universal and targeted approaches to identifying, understanding, and meeting the needs of individuals and groups of learners	By June 2027, almost all staff will demonstrate increased confidence and consistency in identifying, understanding and meeting learners' needs through universal and targeted approaches, as evidenced through quality assurance activities, professional learning evaluations and	3.1 2.3 2.4 3.2	Embedding Year 4 of Strategic L and T plan which has main focus of Meeting learners needs with regards to Learning (See L and T Year 4 update doc)	May 2027	KS	Stakeholder feedback, Observations, PL data, department QA data.	
			Almost all Middle leaders complete MLN leadership programme provided by local authority	May 2027	KS (ELT)	Attendance data, QA data, Observations	
			Learners' experiences are appropriately challenging and enjoyable and well matched to their needs and interests across the range of an individual's learning experiences within WCHS	August 2026 and ongoing throughout session 2026/2027	LQ Wellbeing Support Team, All Staff	Attendance Data ASN Data 'Uniquely Me' Data Year Group Spreadsheets Tracking Data Attainment Data Pupil Voice Parent Feedback	

	stakeholder feedback.		Further improve supports for staff which will enable them to more effectively understand and support individual additional support needs in the classroom	October 2026	LQ Wellbeing Support Team, All Staff	Attendance Data ASN Data 'Uniquely Me' Data Year Group Spreadsheets Tracking Data Attainment Data Pupil Voice Parent Feedback	
	By June 2027, targeted learners will demonstrate measurable improvements in attendance, engagement, wellbeing and attainment, with the gap between identified learners and their peers reducing across at least three key indicators		All staff, parents and carers understand the impact of barriers to attendance, engagement and inclusion (including Cost of the School Day) and are able to utilise a range of strategies & supports to minimise the impact of these	October 2026	LQ Wellbeing Support Team	Attendance Data ASN Data 'Uniquely Me' Data Year Group Spreadsheets Tracking Data Attainment Data Pupil Voice Parent Feedback Wellbeing Data	
			Further review and revise processes related to assessment of need, planning and review of targeted interventions to maximise impact for individual learners	October 2026	LQ Wellbeing Support Team, All Staff	Attendance Data ASN Data 'Uniquely Me' Data Year Group Spreadsheets Tracking Data Attainment Data Pupil Voice Parent Feedback Wellbeing Data	
To explore the expectations and needs of families in targeted groups and explore possible approaches to meeting these and improving their sense of being valued and included as part of the WCHS school community		3.1 2.3 2.4 3.2	Further investigate the needs and expectations of families in targeted groups and consider possible approaches to meeting these	April 2027	LQ Wellbeing Support Team, Parent/Carer focus groups	Parent Feedback Ethos Survey data	
			Introduce a termly Wellbeing & Inclusion newsletter for staff, parents and carer	October 2026	LQ Wellbeing Support Team, Parent/Carer focus groups	Parent Feedback Ethos Survey data	

	By June 2027, almost all learners and families from targeted groups will report that they feel valued, included and supported within the WCHS community, as evidenced through survey, focus group and consultation feedback.		Launch the 'Uniquely Us, Connecting Generations' project to promote engagement with our local communities to promote inclusion and engagement for all.	September 2026	LQ Community Partners	Partner Feedback Pupil Voice Staff Feedback Parent/Carer Feedback	
As part of the WCHS Guarantee, we ensure that we provide all young people with opportunities and experiences to gain a range of qualifications, develop their skills and increase their employability. (WL RAISE Plan)		3.3	To update the WCHS Guarantee to demonstrate our commitment to providing young people with the opportunities and experiences which are preparing them to achieve a sustained positive destination. (In-line with our school values and UUUY Strategy)	December 2026	SM	WCHS Guarantee agreed and adopted by all staff. Displayed in all classrooms.	
		2.2 3.3	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.	June 2027	GS/Supported by SM	WCHS LfS Strategy agreed and adopted by all staff.	
		2.2 3.3 2.6 2.7	To implement the Positive Destinations strategy which outlines our approaches to providing high quality universal and targeted support to ensure all young people secure a sustained positive destination.	August 2027	SM	WCHS PD Strategy agreed and adopted by all staff.	

Young people in the BGE are challenged as individuals to consistently demonstrate the school values, improve their attendance and develop their skills.	By August 2027, all young people will have access to a coherent pathway of qualifications, skills and wider achievement opportunities through the WCHS Guarantee, contributing to sustained positive destinations of 95% or above	3.1 3.3	In addition to the current BGE Awards, explore further ways in which to challenge young people to consistently demonstrate the school values, improve their attendance and develop their skills.	December 2026	SM/BGE Wellbeing Team	Changes/Additions agreed and adopted by all staff.	
			To regularly celebrate individual successes and achievements and develop a new Rewards Scheme.	Monthly Assemblies/ May 2027	SM/BGE Wellbeing Team	Assemblies Pupil Certificates	
Our P7-S1 Transition Programme provides all young people in the cluster with opportunities and experiences which best prepare them for becoming successful learners, confident individuals, effective contributors and responsible citizens in WCHS.		2.6	To complete a full review of the P7-S1 Transition Programme.		SM	Evaluation evidence	
			To extend the P7 Transition Visits from 1.5 days to 2.5 days.	January-June 2027	SM/CM	Extended P7-S1 Transition offer	
			To explore the possibility of introducing more in-person sessions both in the primaries and WCHS.	September 2026 May 2027	SM/CM	Increased in-person offer to cluster	
			To seek to expand the programme further to include some activities for P6 pupils.	January-June 2027	SM/CM	Inclusion of P6 activities as part of WCHS Cluster Transition offer	

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

Desired Outcome	Aims (STAN*)	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
To continue to focus on reducing the attainment gap for those young people in targeted groups (including gender)	By June 2027, attendance and attainment outcomes for pupils in Quintile 2 and FSM groups will improve, with the gap between targeted groups and their peers reducing across all year stages, as evidenced through attendance, tracking and attainment data.	3.1 2.3 3.2	Further development of Aspire & HIVE provisions to engage and improve outcomes for individuals experiencing barriers to attendance	October 2026	LQ Wellbeing Support Team	Attendance Data Year Group Spreadsheets Tracking Data Pupil Voice	
			Implementation of improved process to monitor attendance of targeted groups (incl. Q2, ASN and FSM) and potential barriers to attendance in classes (Wellbeing Hub)	September 2026	LQ Wellbeing Support Team All Staff	Attendance Data Year Group Spreadsheets Tracking Data Pupil Voice	
			Improved processes for identifying barriers to attendance and attainment of targeted groups (incl. protected characteristics)	September 2026	LQ Wellbeing Support Team All Staff	Attendance Data ASN Data 'Uniquely Me' Data Year Group Spreadsheets Tracking Data Pupil Voice Parent Feedback	
	By June 2027, the proportion of learners attending less than 50% of the time will		Targeted intervention aimed at improving attendance of S1 pupils whose P7 attendance was under 80%	September 2026	JC/LQ Wellbeing Support Team	Attendance Data Year Group Spreadsheets Tracking Data Pupil Voice	

	decrease, with almost all identified young people engaged in an appropriate full-time educational pathway leading to improved engagement, attendance and positive destinations						
			Optimum levels of attendance and engagement are promoted with S5/6 learners, parents and carers	Ongoing throughout session 2026/2027	LQ Wellbeing Support Team All Staff	Attendance Data 'Uniquely Me' Data Year Group Spreadsheets Year Head Newsletters Assemblies Wellbeing Lessons Progress Reports Parent Consultation meetings	
			Increased curricular expectations are promoted for S6 learners to increase attendance, attainment and achievement	Ongoing throughout session 2026/2027	LQ Wellbeing Support Team All Staff	Attendance Data 'Uniquely Me' data Year Group Spreadsheets Year Head Newsletters Assemblies Wellbeing Lessons Progress Reports Parent Consultation meetings	
To improve outcomes for individuals with below 50% attendance		3.1 2.3 3.2	Expand the range of opportunities available to ensure that all young people receive their entitlement to a full time educational provision which meets their needs and empowers them to secure a positive destination (including Positive Steps Programme)	October 2026	LQ Wellbeing Support Team All Staff (as appropriate)	Attendance Data 'Uniquely Me' Data ASN Data Tracking reports PWG data Pupil Voice Parent Feedback	

Priorities for Consolidation

We will continue to improve outcomes and attainment for all learners							
Desired Outcome	Aims (STAN*)	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
To further empower our young people to become leaders of learning and active participants in school improvement	By June 2027, almost all learners will demonstrate increased ownership of their learning and participate meaningfully in leadership and school improvement opportunities.	1.2 1.3 2.4 3.1 3.2	Establish processes for enabling every individual young person to become a leader of their own learning	October 2026	LQ Wellbeing Support Team Pupil Voice Team All Staff School Pupil Leadership Team	Pupil Feedback Learner Conversations Individual Learning Profile Tracking Data Attainment & Achievement Data School Improvement Outcomes	
		1.1 3.1	As part of the 'Uniquely Us, Uniquely You' strategy, establish pupil led groups (including representatives of all protected characteristic groups) with the aim of contributing to various aspects of school improvement	October 2026	LQ Wellbeing Support Team Pupil Voice Team All Staff School Pupil Leadership Team	Pupil Participation Data Pupil Feedback Impact Statements Case Studies School Improvement Outcomes	
We will improve learner outcomes through high quality assessment and adaptive teaching.	By June 2027, all faculties will implement robust assessment and moderation approaches which support adaptive teaching and improved learner outcomes.	2.3 3.2	Further develop quality assurance processes within faculties, ensuring assessment approaches are valid, reliable and informed by robust evidence of learner progress.	October 26	ES KS PTs	Faculty QA calendars BGE Assessment Tracker Department Assessment Moderation Log Department Trackers	
				June 27	ES KS Pedagogy team All staff	Observations Staff feedback Evidence of targeted interventions and adaptive teaching strategies	

We will improve attainment by building consistent tracking systems across the BGE, Senior Phase and Cluster.	By June 2027, all staff will use consistent tracking systems to identify learner needs, implement interventions and improve attainment.	3.2	Further refine BGE Trackers to improve efficiency, accessibility and the quality of data analysis, ensuring staff can more readily identify trends, barriers to learning and learners requiring intervention.	Sept 26	ES SMcK All staff	BGE Trackers adapted Senior Phase Trackers developed and embedded Attainment and progress data analysed at tracking points	
			Implementation of Senior Phase Trackers to strengthen progression tracking and support improved attainment across the Senior Phase.		ES SMcK Year Heads		
	Explore opportunities to strengthen tracking of learner progress, by incorporating P7 data into S1 Tracker for session 2027-28.		June 27	ES GH SMcK Cluster HT's	Cluster minutes Evidence of transition data in S1 Tracker for session 2027-28		
	Embed the BGE Performance Review process, enabling Principal Teachers to analyse year on year attainment trends and evaluate the impact of departmental improvement strategies.		Dec 26 June 27	ES GH PTs SLT	Completed BGE Performance Reviews Evidence of attainment discussions with link SLT		
	Enhance the strategic role of the PT Data in leading data analysis and supporting staff to use tracking information to inform interventions and improve learner outcomes.		Ongoing	ES SMcK All staff	Tracking summaries and data reports shared with staff Saff feedback		
	Develop a consistent approach to tracking participation and achievement, providing a more holistic picture of learner progress and success.		June 27	ES GH SMcK TC	Agreed system for recording participation and achievement Tracker used to identify trends and celebrate success		
	Develop staff capacity in learner conversations, interventions and data literacy to ensure tracking information		June 27	ES KS All staff	Saff feedback Pupil Feedback Observations		
	By June 2027, almost all learners will be able to articulate their progress and next steps, supported by aligned assessment, learner conversations and data-informed interventions.						

			leads to effective adaptive teaching and targeted support.				
PACED and T&M Framework are clearly aligned. Producing effective assessment, robust moderation reliable data to drive adaptive teaching improved learner outcomes		2.3 3.1	Ensure PACED and the Tracking & Monitoring Framework are aligned through quality assurance processes, learner conversations and data informed interventions.	Ongoing	ES KS SMcK,	Observations Dept QA activities Pathway to Success Trackers	
			Further develop learner ownership of progress through high-quality learner conversations, ensuring learners understand their current level, strengths and next steps in learning.	Ongoing	ES All staff	Pathway to Success	
			Embed the use of Uniquely Me Profiles to support personalised planning and targeted interventions for learners with complex additional support needs.	Ongoing at tracking periods	ES Wellbeing staff	Uniquely Me Profiles used by Wellbeing staff Pupil and family feedback	

We will continue to build consistency of Purpose & Challenge within lessons in the BGE across our school Community							
Desired Outcome	Aims (STAN*)	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
The accountability of Professional learning within our school community.	By June 2027, almost all learners will experience consistently high-quality learning and teaching across the BGE, with quality assurance evidence, learner voice and classroom observations demonstrating improved consistency in purpose, pace, challenge and support in all faculties.	2.3 1.2	New PRD process launched to increase accountability. Further adaptations to observation/QA processes to track and measure progress of previous areas of development	May 2027	KS	Observation data, PRD feedback, QA feedback	
Pupils' needs are consistently met when learning.		2.3	Actions Outlined by L and T year four update considerations (doc attached)	Ongoing	All teaching staff	All data sources – Observations, focus groups, surveys, stakeholder feedback	
Learning and teaching is evaluated as very good.		2.3	Actions Outlined by L and T year Four update considerations (doc attached)	Ongoing	All teaching staff	All data sources – Observations, focus groups, surveys, stakeholder feedback, VSE feedback.	
Provide extensive professional learning opportunities for staff linked to areas of development to improve consistency of purpose and challenge.		2.3 1.2	Continue to offer extensive bespoke CLPL programme which links support, meeting learning needs, pedagogy and curriculum. Phased approach launch	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.	
			Build on Lesson study feedback from last session to launch SIP groups which increase collaborative	June 2027	Teaching staff	Staff feedback, SIP feedback, observations of staff involved in certain groups.	

	By June 2027, 100% of teaching staff will engage in professional learning, professional enquiry and collaborative improvement activities, with evidence from PRD, lesson study, SIP groups and quality assurance activities demonstrating measurable improvements in classroom practice.		opportunities to focus on all areas of L and T.				
Implement Phase 2 of the whole-school moderation programme, focusing on developing a shared understanding of standards, progression and achievement within the BGE.		2.3	Provide CLPL and collaborative moderation opportunities to strengthen staff confidence and consistency in professional judgement of CfE levels.	Ongoing	ES KS PTs	CLPL programme delivered Staff feedback	
			Embed moderation activities within faculty quality assurance calendars, ensuring assessment evidence is regularly reviewed and evaluated through professional dialogue and learner attainment data to support robust and reliable professional judgement.	Ongoing from Oct 26	ES KS PTs SLT	Faculty QA calendars Faculty meeting minutes BGE Assessment Tracker Department Assessment Moderation Log Department Trackers	
			Develop moderation practice both within and across faculties to improve consistency in assessment approaches and attainment judgements.	Ongoing from Oct 26	ES KS PTs	Faculty QA calendars Faculty meeting minutes BGE Assessment Tracker Department Assessment Moderation Log Department Trackers	
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)	By June 2027, all faculties will	2.2 3.3	To complete a short Skills Review with staff on progress after Phase 1 to gauge levels of confidence and future CLPL requirements. This will also contribute to the plans for Stage 2 of the Your Future Skills Pathway.	October 2026	SM	Skills Review evidence.	
			Increase 'visibility' by producing a WCHS version of	October 2026	SM		

	implement planned moderation activities within their quality assurance calendars, resulting in increased staff confidence and consistency in professional judgement, assessment approaches and Curriculum for Excellence level decisions across the BGE.		the Meta Skills 4.0 which will be displayed in every classroom and used as a resource for teachers to use during lessons.			WCHS Meta Skills 4.0 Posters completed and displayed in all classrooms.	
			All departments to develop a 'skills in context' progression pathway to support the development of skills across the curriculum in the BGE. This should also be displayed in the department and regularly referred to by staff.	December 2026	SM	All departments evidence completed 'Skills in Context' Progression Pathway and make visible for learners.	
			Your Future Leads to organise a Your Future Skills Event with S2.	April 2027	Your Future Collaborative Leads/SM	Event completion and evaluation evidence gathered.	
			Expand the Your Future Skills Pathway where departments have more autonomy and flexibility in their approaches to delivering skills across the curriculum.	September 2026	SM/PT's	WCHS Approach to Meta Skills agreed and adopted by all staff.	
	By June 2027, all curriculum areas will implement progressive skills pathways and profiling		In partnership with the pedagogy team, begin to explore ways in which the teaching of skills is framed within the PACED model where guidance is provided to	June 2027	SM/KS/Pedagogy Team	Skills embedded within PACED.	

	approaches, with almost all learners able to identify, articulate and evidence the development of Meta Skills through their learning, achievements and wider school experiences		increase staff confidence in the delivery of skills.				
			Adopt the MWOW profiling tool in order to ensure S1-3 have a platform within which they can reflect on their skills development and record their achievements and successes.	October 2026	SM/CM	All BGE pupils registered for MWOW Individual profiles Participation Portal evidence	
			Shift the responsibility of using/updating the MWOW profiling tool back to the Wellbeing Teachers where regular opportunities will be provided for young people to engage with their profile.	October 2026	SM/CM/BGE Wellbeing Teachers	Regular opportunities scheduled for pupils to update profiles.	
			Consider the inclusion of skills development as part of a new Awards/Rewards Scheme for BGE where young people are recognised for their progression within Meta Skills 4.0.	December 2026	SM/BGE Awards Team	Agreed and adopted by all staff	

			To continue to provide CLPL opportunities for staff to build their capacity to plan and deliver curriculum which is focused on improving learners' skills.	June 2027	SM/KS	Skills CLPL Offer in consultation with staff and individual needs.	
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Improving pupils understanding of learning and teaching experiences and PACED

Desired Outcome	Aims (STAN*)	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
Increased pupil understanding of Learning and teaching and PACED	By January 2027, almost all learners will demonstrate an increased understanding of the PACED principles and how these support high-quality learning and teaching across the school.	2.3	Consistently focus across our school community in terms of visuals and conversations – and more consistent approach to assemblies, pupil council, inputs in classes, pupil pedagogy work and focus groups and questionnaires.	June 2027	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.	
	By June 2027, almost all learners will be able to explain the features of effective learning and teaching at West Calder High School and describe how PACED supports their progress and achievement.		Embedding of Year four Strategic Learning and Teaching plan.	June 2027	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.	
			Sharing of actions from data gathering linked to L and T with pupils' consistent approach at assemblies and visuals.	June 2027	KS, Pedagogy team and year heads	Pupils feedback	

We will promote Equality and Diversity at WCHS

Desired Outcome	Aims (STAN*)	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
To continue to focus on reducing the attainment gap for those young people in targeted groups (including gender)	By January 2027, almost all staff will demonstrate a shared understanding of equity, diversity and inclusion through the refreshed <i>Uniquely Us, Uniquely You</i> strategy.		Further expand and embed the 'Uniquely Us. Uniquely You' strategy to ensure that every individual young person is supported to achieve their unique personal best (including those in targeted groups)	October 2026	LQ Wellbeing Support Team All Staff	Self-evaluation evidence Pupil/parent/staff feedback Refreshed approaches	
	By June 2027, almost all young people, including those in targeted groups, will report feeling included, valued and supported to achieve their unique personal best, with evidence of improved participation, engagement and outcomes.	3.1 2.3 3.2					

Priorities for Understanding

Is the Curriculum at West Calder High School fit for purpose?							
Desired Outcome	Aims (STAN*)	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?	By January 2027, staff, learners, parents/carers and cluster partners will demonstrate a shared understanding of curriculum strengths, priorities and progression pathways across the 3-18 learner journey.	2.2	As part of the ongoing BGE Curriculum Review and the evidence gathered from all partners, complete focus groups with pupils, staff and parents/carers in order to inform curriculum change and improvement.	October 2026	SM/GH/DM	Focus group evidence and next steps agreed by SLT.	
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?	By June 2027, curriculum design and pedagogy will reflect stakeholder feedback, Curriculum Improvement Cycle principles and collaborative 3-18 planning, providing a coherent, inclusive and progressive learning experience for all young people	2.2 2.6	To complete a full review of the P7-S1 Transition programme with all partners and implement appropriate changes for session 2026-27.	September 2026	SM	Evaluation evidence.	
			To gain a deeper understanding of the primary cluster's approach to delivering curriculum and skills.	December 2026	SM/GH/DM	Completed cluster 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.	Session 2026-27 and beyond	SM/GH/DM	Agreed collaborative sessions	
To develop a shared understanding of what inclusive curriculum and pedagogy involve		2.2 2.3	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.	Session 2026-27 and beyond	All staff CIC secondary authority development postholders	Agreed collaborative sessions.	

			Participation by staff in authority led opportunities and activities organised by school strategic lead		CIC school strategic leads	Agreed collaborative sessions.	
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