

West Calder High School

**Limefield Lane,
West Calder
EH55 8BF**

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Standards and Quality Report 2024-2025



About Our School

School roll 2024-2025	Cluster Primary Schools
1250	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.

Leadership Team

The Senior Leadership Team consists of 1 Head Teacher, 3 substantive Depute Head Teachers, 1 Acting Depute Head Teachers and an Area Business Manager. There are 6 PTCs, 8 PTs and a Pupil Support Manager.

Student Quintile Distribution

1	2	3	4	5
5.73%	22.21%	22.61%	36.92%	9.38%

Free School Meal entitlement: 17%

Our Current Self Evaluation of HGIOS Quality Indicators

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

Schools will use their own self-evaluation / VSE / HMIe evidence depending on which is most recent.

Priorities from Session 2024-2025

Improve:

- 1. We will ensure that we are Meeting Learners Needs**
- 2. We will improve consistency of Purpose & Challenge within lessons in the BGE**
- 3. We will improve Quintile 2/FSM Attendance & Attainment**

Consolidate:

- 1. We will ensure we continue to consolidate approaches to improving Attendance & Engagement (key measures)**
- 2. We will continue to embed the WCHS Learning & Teaching policy (PACED)**
- 3. We will continue to make effective use of Data to inform and evaluate improvements**

AMBITION

RESPECT

EQUITY

The following definitions are used in this report:

All	Almost all	Most	Majority	Minority / less than half	A few
100%	91-99%	75-90%	50-74%	15-49%	Less than 15%

The Standards and Quality Report should include description of activities that aim to reduce inequalities due to socio-economic disadvantage and / or achieve the strategic priorities of the NIF.

Priority	We will ensure that we are Meeting Learners Needs
<i>Desired outcomes</i>	<p>Year two of Strategic Learning and Teaching plan Is implemented.</p> <p>Implementation of an effective whole school tracking and monitoring system which allows for early intervention.</p> <p>All individual young people receive their entitlement to a high-quality, personalised educational experience which meets their needs (WL RAISE Plan).</p> <p>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)</p>
<i>What did we do?</i>	<p>Curriculum</p> <ul style="list-style-type: none"> Senior Phase pathways were maintained from previous session where there continues to be a significant offer to provide all young people with relevant and appropriate opportunities for progression. New Courses were also implemented for session 2025-26 – H Economics, L6 Childcare, N5 Music Technology and N5 Travel & Tourism. PYAA is now also being offered as a bundle alongside Sport Academy. <p>Tracking and Monitoring</p> <ul style="list-style-type: none"> An evaluation of our current Tracking and Monitoring system has been undertaken. This was informed by internal analysis, outward engagement with effective practice in other schools and professional research and collaboration. A new Tracking and Monitoring Framework has been developed from the insights gained, ensuring a data informed, coherent, and learner focused approach to monitoring progress and supporting improvement. <p>Learning and Teaching</p> <ul style="list-style-type: none"> Year two of strategic plan to improve learning and teaching embedded and achieved. The overarching aim of this 3–4-year plan is to ensure all learners needs are being met in exceptional learning environments. In year two this included the alignment with well-being, more observations of lessons by the Senior Leadership team and extended pedagogy team and more opportunities for pupils to provide feedback on Learning and Teaching. Increased universal and bespoke CLPL opportunities directly linked to meeting learners’ needs at school and authority level.
<i>How did we measure?</i>	Observations, stakeholder feedback, focus groups, survey data, formalised M&T framework in place, Attainment Data, stay on rate and partnerships in place with other establishments.

AMBITION

RESPECT

EQUITY

<p><i>Impact on learners and / or staff</i></p>	<ul style="list-style-type: none"> • Wider achievement opportunities at level 7 were offered to S6 in Football Refereeing and PYAA. 7 achieved the refereeing award and 2 are expected to achieve PYAA. 1 pupil also achieved their Science Baccalaureate. • This session, 22 young people accessed a relevant Block Work Placement this session and 61 accessed an Extended Placement. • Wide range of observations and responses of pupils in learning and teaching focus groups showcased strong examples of learner's needs being met. • Robust M&T system now developed which will enhance support for staff, learners and parents/carers in the future.
<p><i>Next steps</i></p>	<p>Curriculum</p> <ul style="list-style-type: none"> • To continue to provide a curriculum in the Senior Phase which provides all learners with opportunities for progression and to best prepare them for life beyond school. • To continue to aim to achieve 20 +% of S6 learners achieving 1+ SQA @ Level 7 and 25+ % achieving 1+ SCQF @ Level 7. • To implement a revised Work Placement Strategy to ensure Work Placements and Work-Related experiences are prioritised for targeted young people at risk of not achieving a sustained positive destination. • 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. • To ensure all stakeholders have a shared understanding of the purpose of WCHS Guarantee. • To complete a full review of the BGE Curriculum with all stakeholders. • 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. • 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. • To gain a deeper understanding of the primary cluster's approach to delivering curriculum and skills. • 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. <p>Tracking and Monitoring</p> <ul style="list-style-type: none"> • Ensure consistent implementation of the Tracking and Monitoring Framework, promoting a shared understanding of expectations and effective use of data to inform interventions. • Embed robust quality assurance procedures to monitor the consistent implementation of the Tracking and Monitoring Framework, ensuring accuracy of data and effectiveness of interventions.

	<ul style="list-style-type: none"> • Provide CLPL to build staff confidence and capacity in analysing data, enabling them to use class-level information more effectively to inform planning, interventions, and inform adaptive teaching to support learner progress. • Provide CLPL, to support staff in conducting effective learner conversations, ensuring they are meaningful, consistent, and focused on using data to support progress and inform the next steps. • Ensure staff support learners, to effectively record and act on their next steps through the Pathway to Success and they are fully engaged in the tracking process, taking increased ownership of their learning and progress. • Work with families after each reporting period to promote engagement with their child's Tracking Report and Pathway to Success, encouraging support at home and partnership with the school when interventions are required. • Ensure data and Progress Intervention Meetings accurately identify off track learners, with timely, proportionate interventions led by the correct staff member and tracked for impact, especially for those facing barriers to learning. <p>Learning and Teaching</p> <ul style="list-style-type: none"> • Embedding year three of strategic approach to Learning and Teaching which builds on strengths and Areas of development from year two. This includes elements of continuing to improve meeting the needs for all learners. • Further CLPL opportunities provided throughout next session to focus on meeting learners needs. • Well-being support team to create resources and clear signposts to relevant information for all staff. • Focus on the improvement of departmental observation data to enhance learner experience.
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Priority	We will improve consistency of Purpose & Challenge within lessons in the BGE
<i>Desired outcomes</i>	<p>Pupils needs are consistently met when learning.</p> <p>Learning and teaching is evaluated as very good.</p> <p>Provide extensive professional learning opportunities for staff linked to meeting learners needs and PAGED</p> <p>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)</p>
<i>What did we do?</i>	<p>Curriculum</p> <ul style="list-style-type: none"> • The Your Future Skills Pathway was developed and launched with all staff. Timeline and expectations for development and implementation were agreed and shared. • Your Future Skills Mapping Tool was developed and populated by Your Future Leads/PT's for all courses across the BGE. • All departments have planned the delivery of skills with the year groups they identified for Phase 1 implementation.

	Learning and Teaching <ul style="list-style-type: none"> • Time provided to departments at protected times throughout the year to focus on the development of their specific Learning and Teaching strengths and areas of development. • All departments provided with observation reports linked to their departments from SLT observations and Extended pedagogy team learning walks. • All school improvement sessions passed over to Learning and Teaching with a focus on Challenge and meeting learners needs. • Increased number of staff engaging in looking outwards visits to learn about best practice from across the authority and elsewhere. • Implementation of IDL opportunities through S1-S3 – Solar Punk in S1, Forestopia in S2 and YPI in S3.
<i>How did we measure?</i>	All data sources – Observations, focus groups, surveys, stakeholder feedback Engagement with BTC – Maths FIP. Staff attendance at CLPL, Full offering of IDL programme in place, successful recognition through Rights Respecting School Award (Silver Level).
<i>Impact on learners and / or staff</i>	<ul style="list-style-type: none"> • Extensive professional learning opportunities linked to Purpose and Challenge introduced at universal and bespoke levels with staff. • Staff opportunities and experience enhanced in working with partner establishments • Improved learner experiences for our young people • Enhanced curricular experiences for learners
<i>Next steps</i>	Curriculum <ul style="list-style-type: none"> • To implement Phase 1 of the WCHS Skills Pathway. • To implement the WCHS Skills Passport. • 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. Learning and Teaching <ul style="list-style-type: none"> • Embed year three of Learning and Teaching policy. • Continue to offer extensive universal and bespoke professional learning for all staff with a continued focus on Purpose and Challenge. • Continued development of data gather with quality assurance calendars aligned across departments to gather robust data on learning and teaching to plot further improvement/sharing good practice.

Priority	We will improve Quintile 2/FSM Attendance & Attainment
<i>Desired outcomes</i>	Cumulative Quintile 2 & FSM Attendance is in line with WL Stretch Aim (For most young people) Robust systems and timely, proportionate, targeted interventions support improvements in attendance and engagement for individuals (WL RAISE Plan)
<i>What did we do?</i>	<ul style="list-style-type: none"> • Most young people in Quintile 2 are attending school (2.19% improvement on session 2023/2024) • A robust tracking system developed and implemented to monitor Q2 and FSM attendance • A robust system developed to track and record interventions • A system developed to share interventions and information with staff • CLPL provided for staff regarding data analysis and interventions aimed at improving attendance and engagement • CLPL provided for staff regarding protected characteristics and the potential impact of these on attendance and engagement
<i>How did we measure?</i>	Attendance Data, ASN data, Seemis data, Attainment data, Wellbeing data, Wellbeing lessons, Progress reports, Pupil/Parents/Staff feedback
<i>Impact on learners and / or staff</i>	<ul style="list-style-type: none"> • Improved attendance in school is making young people safer. • Attainment is improving with almost all young people in S4 this year gaining 5+ level 5 qualifications • Experiences of those learners now attending is developing skills which will increase employability in the future.
<i>Next steps</i>	<ul style="list-style-type: none"> • Work towards almost all young people attending school. • Improve FSM attendance in line with all other targeted groups and WL stretch aims • Further improve cumulative attendance for all targeted groups

Priority	We will ensure we continue to consolidate approaches to improving Attendance & Engagement (key measures)
<i>Desired outcomes</i>	Cumulative whole school attendance improves in line with school targets & WL stretch aims Attendance of targeted groups improves in line with school targets & WL stretch aims Every individual young person is meaningfully attending and engaging whilst in school
<i>What did we do?</i>	<ul style="list-style-type: none"> • Cumulative attendance increasing and now just below almost all young people attending school (improvement of 1.07% on session 2023/2024) • Almost all school attendance targets achieved. Cumulative whole school attendance in line with West Lothian stretch aims • A WCHS whole school attendance strategy was developed and implemented with training provided for all service users • A robust system for tracking attendance was developed and implemented to monitor universal attendance and that of targeted groups • A robust system was developed to track and monitor 'in school' attendance

	<ul style="list-style-type: none"> The 'Aspire' resource was further developed to support young people in S4 and chronic non-attenders who face barriers to attendance and engagement.
<i>How did we measure?</i>	Attendance Data, Year Group Spreadsheets, Attendance tracking, Staff records, Engagement Data, ASN data, Seemis data.
<i>Impact on learners and / or staff</i>	<ul style="list-style-type: none"> Improved attendance in school is making young people safer. Attainment is improving with almost all young people in S4 this year gaining 5+ level 5 qualifications Experiences of those learners now attending is developing skills which will increase employability in the future. Almost all young people who were part of the 'Aspire' learning provision achieved 5+ level SQA qualifications in S4.
<i>Next steps</i>	<ul style="list-style-type: none"> Improve FSM attendance in line with all other targeted groups and WL stretch aims All staff, parents and carers understand the impact of barriers to non-attendance, engagement and inclusion (including Cost of the School Day) and are able to utilise a range of strategies to minimise the impact of these

Priority	We will continue to embed the WCHS Learning & Teaching policy (PACED)
<i>Desired outcomes</i>	<p>Increased Pupil understanding of learning and teaching and PACED.</p> <p>Provide extensive professional learning opportunities for staff linked to meeting learners needs and PACED.</p> <p>Data continues to play a key role to evaluate, adapt and inform practices and PACED.</p>
<i>What did we do?</i>	<ul style="list-style-type: none"> Almost all elements/points from year two of strategic plan to embed PACED/improve learning and teaching achieved. Increased offering of universal professional learning linked to PACED, Learning and teaching and meeting learners needs. Increased average attendance at bespoke CLPL Friday offering. Almost all staff have undertaken a minimum of four observed learning scenarios – one by Senior leadership, one by the Extended Pedagogy team and two Peer observations. Almost all BGE pupils have had the opportunity to provide feedback on learning and teaching through various questionnaires. Clear increase of pupils understanding of PACED throughout the session. Various external visits have highlighted staff understanding of PACED and the strength of the strategic plan around this.
<i>How did we measure?</i>	Pupil focus group data, Pupil learning walks, Pupil Council feedback, staff attendance at CLPL, staff focus group data, well-being survey data, ethos survey data, observations and looking outwards.
<i>Impact on learners and / or staff</i>	<ul style="list-style-type: none"> Almost all staff have received feedback from observed lessons this session and areas to develop. Improving lessons will lead to better experiences for our learners. With almost all learners providing feedback on lessons in the BGE, this is allowing almost all learners to contribute to their own learning in the BGE.
<i>Next steps</i>	<ul style="list-style-type: none"> Launch of year three of strategic plan with adaptations based on all relevant data gathered from last sessions. This includes:

	<ul style="list-style-type: none"> • Further refinement of observations and alignment of Quality assurance calendars with all departments. • Continued focus of CLPL and professional learning with regards to Challenge, purpose and meeting learners needs. • Development of approach to moderation linked to new tracking and monitoring approach. • Enhanced sharing of outcomes with stakeholders of professional learning and actions from pupil feedback.
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Priority	We will continue to make effective use of Data to inform and evaluate improvements
<i>Desired outcomes</i>	<p>A whole school monitoring and tracking framework implemented.</p> <p>All Staff understand how to use data to make effective interventions.</p> <p>All Partners, including pupils and parents understand how to use data and their roles and responsibilities to improving outcomes.</p>
<i>What did we do?</i>	<p>Tracking and Monitoring</p> <ul style="list-style-type: none"> • Year Group Trackers have been developed, which will contain key data on learner progress. These will be used to support data informed planning and targeted interventions across the BGE. • The Tracking and Monitoring calendar has been reviewed, with key tracking periods now aligned to the most strategically relevant points in the year for each year group. <p>Learning and Teaching</p> <ul style="list-style-type: none"> • Robust system of quality assurance in place to gather data from observations, focus group, questionnaires and other feedback sources to make informed judgements around strengths and areas of development. • System of linking learning and teaching data to relevant interventions with professional learning and department supports now in place. • Alignment of this system with departmental quality assurance calendars in place for next session.
<i>How did we measure?</i>	Stakeholder feedback, focus groups, survey data, minuted meetings, formalised M&T framework in place for session 2025 – 26, partnerships created with other establishments, attainment performance reviews undertaken and paperwork submitted.
<i>Impact on learners and / or staff</i>	<ul style="list-style-type: none"> • Robust M&T framework will provide learners with relevant up to date information on how they are progressing and identify their next steps to improve. • In the future, the M&T framework will lead to improved outcomes for young people. • Next steps for improvement for staff clearly identified and communicated to staff to help their development.
<i>Next steps</i>	<p>Curriculum</p> <p>All members of the WCHS Pathways Group will use the WLC Positive Destinations Tracker to track and monitor progress and inform interventions for all young people S3-6.</p>

AMBITION

RESPECT

EQUITY

Tracking and Monitoring

- Ensure consistent implementation of the Tracking and Monitoring Framework, promoting a shared understanding of expectations and effective use of data to inform interventions.
- Embed robust quality assurance procedures to monitor the consistent implementation of the Tracking and Monitoring Framework, ensuring accuracy of data and effectiveness of interventions.
- Provide CLPL to build staff confidence and capacity in analysing data, enabling them to use class-level information more effectively to inform planning, interventions, and inform adaptive teaching to support learner progress.
- Ensure Principal Teachers and the Head of House team are confident in analysing data effectively to support learners and their families with targeted, personalised interventions.
- Principal Teachers will work collaboratively with staff to strengthen moderation practices and ensure a shared understanding of CfE levels, supporting more consistent and accurate assessment of learner progress.

How has the school been placing human rights and the needs of every young person at the centre of improvement priorities?

Over session 2024 – 25, we have undertaken a review of our school values with key Stakeholders at West Calder High School. This has resulted in the school reconfirming our commitment to the core values of Ambition, Respect and Equity. As part of our work to fulfil our core values we place the Rights of the Child at the centre of our policy making and were awarded the Rights Respecting School Award (Silver Level). As part of our next steps, we are working towards our Gold level accreditation. We are continuing our strong work on Holocaust education and have been recognised as a 'Vision School' (Level 1). We have a strong commitment to the Cost of the School Day and we are mindful of the financial impact of the decisions we make and opportunities we offer to our school community. We are piloting a cluster approach to develop our Cost of the School Day work with the associated primaries and have been commended for the work we have undertaken in this area. In August 2025, we have received the 'Respect Me Reward' in recognition for our work around the anti-bullying strategy at West Calder High School. We have identified next steps to further improve the experiences of young people and include this in our School Improvement Priorities for next session.

How has the school been acting on attendance and exclusion priorities?

As part of our improvement planning, we have continued to target improved attendance and reducing exclusions. Over the past five years, we have seen our whole school attendance improve year on year and we now sit narrowly below almost all young people attending school across the year, with an improvement of 1.07% from the previous year. Our exclusions have reduced year on year for the past five years and we have seen a 75% reduction in exclusion incidents from the previous year.

How effective is school engagement with parents and other stakeholders?

We actively work to provide effective communication with parents and carers. In the most recent 'School Communication Survey', most parents and carers rated West Calder communication as effective.

We have a vibrant parent council, pupil council and pupil parliament at West Calder High School. We have many outside partners and work closely with local business and community organisations. We have particularly strong links with both West Calder HUB and Polbeth HUB. We actively work to gather the views of all stakeholders when developing policy and identifying school improvement priorities. We regularly gather views through surveys, focus groups and liaison with partners.

In the most recent 'Ethos Survey', most parents and carers say they are kept up to date with the work of the school and school events.

Other actions of note during session 2024-2025

- Rights Respecting School Award – Silver Level
- Vision School Scotland Award – Level 1
- National Respect Me Anti Bullying Award
- West Lothian award for Creativity in Literacy and Numeracy – Gold level
- Eco Schools Green Flag Award
- John Muir Award Universally for S1 pupils
- Football - U16s League Cup Finalists (final to be played)
- Rugby – S3 boys East Emerging Schools Championship Winners
- Volleyball - Senior boys team - West Lothian champions and Scottish Cup quarter finalists
- Athletics - S2 3rd place in West Lothian Championships 100m sprint
- Athletics – S2 3rd place in West Lothian Championships boys 800m
- Athletics – Senior Girl 3rd place in West Lothian Championships Senior Girls 800m
- Athletics – S1 2nd place in West Lothian Championships Girls Long Jump
- Athletics – S1 1st place in West Lothian Championships girls 100m sprint
- Athletics – Senior 1st place in West Lothian Championships in Senior Boys Javelin
- Music – Senior Boy Winner in West Lothian Young Musician of The Year
- Music – Senior Group Winners in West Lothian Young Musician of The Year