

West Calder High School

Limefield Lane,

West Calder

EH55 8BF

<https://wchs.westlothian.org.uk/>

Tel: 01506 284590



Standards and Quality Report 2025-2026



About Our School

School roll 2025-2026	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 Teacher and an Area Business Manager. There are 6 PTCs, 8 PTs and a Pupil Support Manager.

Student Quintile Distribution

1	2	3	4	5
4.8%	20.47%	21.97%	39.45%	7.24%

Free School Meal entitlement: 14.88%

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	Very good	Very good	Very good

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

Priorities from Session 2025-2026

Improve:

1. We will promote Equality and Diversity at WCHS
2. We will tackle the Barriers to Engagement in Learning for young people at WCHS
3. We will reduce the Gender Attainment Gap at WCHS
4. We will improve outcomes and attainment for all learners
5. We will improve pupil understanding of learning and teaching experiences and PACED

Consolidate:

1. We will ensure that we are Meeting Learners' Needs
2. We will continue to build consistency of Purpose and Challenge within lessons in the BGE across our school Community
3. We will continue to improve Quintile 2/FSM Attendance & Attainment

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 promote Equality and Diversity at WCHS
Desired outcomes	All members of our school community feel valued, included and are encouraged to achieve their personal best
What did we do?	- Launched the “Uniquely Us, Uniquely You” strategy following extensive consultation and engagement with the West Calder High School community. - Conducted the “Uniquely Me” survey with all young people, receiving 1,065 responses. The findings have been used to inform school improvement planning, target resources effectively, and provide personalised support where required. - Participated in a Local Authority review visit in November 2025, during which the school's approaches to promoting equality, diversity, and inclusion were commended. - Developed and implemented the “Positive Steps” programme for S5 Winter Leavers. The programme successfully supported every participating young person to secure a positive post-school destination. - Achieved the Respect Me Accreditation in recognition of the school's commitment to promoting wellbeing, equality, inclusion, and positive relationships through a robust self-evaluation process.
What did we measure and why?	We measured the extent to which every individual young person felt safe, respected and valued in school
Impact on learners and / or staff (what are the measures indicating?)	- Almost all young people report that they feel safe in school. - Most parents and carers believe that their young person is safe at West Calder High School. - Almost all young people feel that they are treated fairly and with respect by staff and their peers. - Most parents and carers agree that their young person is treated fairly and with respect within the school community.
Next steps	Continue to develop the ‘Uniquely us, Uniquely You’ strategy to ensure that every member of our school community feels valued and included.

Priority	We will tackle the Barriers to Engagement in Learning for young people at WCHS
Desired outcomes	- Our “Uniquely Us, Uniquely You” strategy, alongside targeted and personalised support, removes barriers to engagement and participation, enabling young people to achieve their personal best. - To systematically analyse and interpret a range of learner data to identify barriers to engagement, participation and achievement, ensuring that interventions are responsive to the needs of young people and aligned with the West Lothian RAISE Plan. - To embed a consistent approach to the analysis of Learning and Teaching data, enabling the school to evaluate impact, identify strengths, and target areas for further improvement.

What did we do?	• Reviewed and redesigned the structure of the Wellbeing Support Team to ensure every young person has access to high-quality, personalised support from a trusted adult who knows them well. • Successfully reduced attendance gaps across key learner groups, including those defined by gender, Free School Meal entitlement, and SIMD quintiles, supporting greater equity in participation and engagement. • Further expanded the curriculum offer to ensure that individual young people can access pathways that meet their needs, aspirations, and circumstances. • Introduced the West Calder Cares Free Breakfast Bar, providing additional support for young people and helping to remove barriers to learning and engagement. • Established a range of targeted support and provision spaces across the school, offering tailored interventions and support for learners experiencing barriers to learning. • Delivered professional learning for staff to enhance understanding of school-related barriers and effective strategies to promote inclusion, engagement, and success for all learners. • Gathered and analysed a wide range of quantitative and qualitative data throughout the year to develop a clear understanding of barriers to engagement in learning and teaching and to measure the impact of interventions. • Undertook extensive analysis of S1-S3 Tracking and Monitoring data, sharing key findings with Year Heads, the Extended Leadership Team, and staff to strengthen collective understanding of learner progress and support evidence-informed decision-making. • Analysed attainment data across a range of learner groups, including SIMD, Free School Meal Entitlement, Care Experienced status, and attendance, to identify patterns of underachievement and inform targeted interventions. • Embedded data-informed Progress Intervention Meetings, ensuring learner-centred, targeted support was identified and coordinated by the most appropriate member of staff, leading to more timely and effective interventions.
What did we measure and why?	• Measured improvements in both attendance and attainment, providing clear evidence of the impact of interventions and support strategies across the school. • Gathered and analysed evidence from a wide range of sources, including classroom observations, learning walks, learning partnerships, focus groups, questionnaires, stakeholder feedback, professional learning activities, and professional dialogue. This comprehensive evidence base enabled the school to identify strengths and areas for improvement at both whole-school and departmental levels. • Monitored learner progress against expected attainment pathways throughout the Broad General Education, enabling the early identification of learners who were not on track to achieve expected outcomes. This information was used to identify trends at individual, cohort, and whole-school level and to plan targeted interventions.

	Analysed attainment data alongside contextual indicators, including attendance, SIMD, Free School Meal Entitlement, and other equity measures, to develop a deeper understanding of barriers to engagement and achievement and ensure support was targeted effectively.
Impact on learners and / or staff (what are the measures indicating?)	- Attendance rates for targeted groups improved across all key measures, demonstrating the positive impact of targeted interventions and support strategies. - Young people consistently reported that they feel safe, respected and included within the school community. - Attainment outcomes for young people, including those within targeted groups, improved in comparison with our virtual comparators, reducing gaps and supporting greater equity in achievement. - The use of learner voice and wellbeing data has helped shape a more responsive and inclusive learning experience. This has enabled earlier identification of need, more targeted interventions for both pupils and staff, and greater consistency in meeting learner needs, contributing to improvements in attendance, engagement and attainment. It has also informed the development of relevant, needs-led professional learning for staff. - Professional dialogue relating to learner progress has become increasingly focused, rigorous and evidence-based through the systematic use of tracking data, attainment reviews and intervention meetings. - Targeted interventions are more effectively aligned to identified learner needs, strengthening our capacity to address barriers to engagement, participation and achievement. - Staff are developing a greater understanding of patterns of attainment, progress and underachievement through the analysis of data, supporting earlier identification of learners who require additional challenge or support.
Next steps	- We will continue to seek innovative and evidence-informed solutions to reduce and remove barriers to engagement, participation and achievement for individual young people. - We will maintain a rigorous cycle of data analysis and self-evaluation, continually refining our approaches and adapting data collection methods to ensure that the information gathered is meaningful, reliable and supports improvement. - We will further refine the BGE Tracker to enhance efficiency, accessibility and the quality of data analysis, enabling staff to identify trends, barriers to learning and learners requiring support more effectively. - We will strengthen the leadership of data analysis through the Principal Teacher Data role, ensuring that tracking and attainment information is analysed systematically and used consistently to inform decision-making at all levels. We will increase staff engagement with tracking and attainment data to support timely and targeted interventions, fostering greater collective ownership of learner progress and improving outcomes for all young people. - We will embed the BGE Performance Review process, enabling Principal Teachers to analyse year-on-year attainment data, identify emerging

	patterns and trends, and evaluate the impact of departmental improvement strategies on learner outcomes.
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Priority	We will reduce the Gender Attainment Gap at WCHS
Desired outcomes	- Analyse the most recent attainment data to identify and understand any gender-based attainment gaps across stages, subjects and learner groups. - Engage with other schools and local authorities to explore effective approaches to addressing the gender attainment gap, identifying evidence-informed strategies that could be adapted and implemented within West Calder High School. - Further develop and embed approaches to Wellbeing, Equality and Inclusion that support equitable outcomes for all young people and contribute to reducing gender-based differences in attainment and achievement.
What did we do?	- Developed a Trio Attainment Partnership with Larbert High School and Queensferry High School, creating valuable opportunities for collaborative professional learning, sharing effective practice, and benchmarking performance. - Through this partnership, staff have engaged in joint analysis of attainment data and approaches to raising achievement, strengthening understanding of the factors influencing learner outcomes, including attainment gaps related to gender and other equity measures.
What did we measure and why?	- Monitored and compared the percentage of male and female learners achieving 5+ National 5 qualifications by the end of S4. - Monitored and compared the percentage of male and female learners achieving 5+ Higher qualifications at SCQF Level 6 by the end of S5. - Monitored and compared the percentage of male and female learners achieving 1+ Advanced Higher qualification at SCQF Level 7 by the end of S6. - Analysed attainment data at key milestones throughout the Senior Phase to identify whether a gender attainment gap existed, determine the extent of any disparity, and establish whether patterns were consistent across learners' attainment journeys
Impact on learners and / or staff (what are the measures indicating?)	- In 2025 – 2026, Data shows that there is a gap in attainment when considering male and female learners. Data shows that females on average will attain better males in S4, S5 and S6. - This impacts the overall percentage of attainment in National 5s, Highers and Advanced Highers in 2025-2026.
Next steps	- Gain an understanding if this is trending data as we move into the new academic session. Tracking data will be monitored and where possible, interventions put in place to narrow any evident gap. - Further investigation to gain an understanding of the reasons for the gap in collaboration with stakeholders.

Priority	We will improve outcomes and attainment for all learners
Desired outcomes	• Staff have a shared understanding of Curriculum for Excellence standards and expectations, resulting in greater consistency and confidence in professional judgement across departments. • Moderation processes are embedded across the school, ensuring that assessment decisions are accurate, reliable and supported by evidence. • Tracking data is of a high quality and provides meaningful information that supports effective planning, intervention and learner progress discussions. • Monitoring and tracking processes enable the earlier identification of learners requiring support or challenge, leading to more timely and effective interventions. • Staff engage confidently with attainment and achievement data, using this information to inform learning, teaching and support strategies. • Increased professional collaboration strengthens assessment literacy and supports continuous improvement in learning and teaching.
What did we do?	• Launched a clear, strategic whole-school approach to moderation and assessment, including a planned programme of INSET and School Improvement sessions, agreed departmental timelines, and increased opportunities for professional dialogue around Broad General Education (BGE) tracking, attainment, and interventions. • Provided a range of universal and bespoke professional learning opportunities throughout the year, with dedicated time allocated for moderation and collaborative improvement activity. Professional learning was aligned to the school's data cycle and improvement priorities, including the introduction of a Lesson Study approach for a pilot group of staff. • Implemented and communicated a comprehensive Tracking and Monitoring Framework for staff, learners, and families, establishing a shared understanding of expectations, processes, and responsibilities in relation to learner progress and attainment. • Delivered a targeted programme of professional learning through the Data and Pedagogy Teams, supporting staff to analyse tracking information effectively, undertake high-quality learner conversations, and implement timely interventions to improve outcomes. • Embedded the use of BGE attainment data, Year Group Trackers, and Progress Intervention Meetings to support the early identification of learners requiring additional support and ensure interventions were targeted, timely, and learner centred. • Established robust follow-up processes after each tracking period, ensuring that data analysis led directly to meaningful actions and interventions designed to improve learner progress and attainment. • Implemented Phase 1 of a structured moderation programme to strengthen staff understanding of Curriculum for Excellence levels and improve the consistency and reliability of professional judgement across the school.

	- Supported middle and senior leaders to review assessment approaches, refine departmental tracking systems, and strengthen the quality and reliability of attainment data. - Provided targeted support for Principal Teachers to develop data literacy and ensure that attainment and tracking information was based on valid assessment evidence and consistent professional judgement. - Initiated moderation and collaborative practice across the West Calder cluster, establishing the foundations for greater consistency in standards, assessment approaches, and professional judgement across schools.
What did we measure and why?	- Monitored completion of agreed actions and milestones within the moderation and assessment timeline to evaluate progress against the school's strategic improvement plan. - Evaluated departmental progress in relation to the moderation of assessments and professional judgements, enabling the school to measure the impact of improvement activity, assess staff confidence, and identify priorities for future professional learning. - Analysed participation in professional learning opportunities alongside evidence from observations, focus groups, INSET evaluations, School Improvement Plan feedback, and stakeholder voice. This provided a comprehensive understanding of the effectiveness of professional learning and its contribution to improving identified areas for development. - Monitored Broad General Education attainment and tracking data through Year Group Trackers at both individual and cohort level to identify learners who were not on track to achieve expected Curriculum for Excellence pathways. This information was used to analyse trends, target support, and implement interventions where they would have the greatest impact. - Measured attainment alongside contextual data, including attendance, SIMD, Free School Meal Entitlement, Care Experienced status, and Additional Support Needs information, to develop a deeper understanding of the factors influencing learner engagement and achievement. - Used Year Group Tracker data and Progress Intervention Meetings to identify learners requiring additional support, analyse barriers to learning, and ensure that interventions were coordinated and delivered by the most appropriate member of staff. - Systematically monitoring the quality and consistency of assessment evidence through moderation activities, professional dialogue, and departmental tracking processes, strengthening the reliability of attainment data and supporting more robust professional judgement.
Impact on learners and / or staff (what are the measures indicating?)	- While the moderation and assessment timeline will continue into the next session, the intended impact is that learners experience more inclusive, equitable, and consistent approaches to assessment across departments. This will support learning experiences that better meet individual needs and provide learners with a clearer understanding of their progress and next steps. - For staff, the intended impact is increased confidence and consistency in professional judgement, resulting in more robust tracking information and more effective short- and long-term interventions to improve learner outcomes. - Professional learning opportunities have begun to improve staff knowledge, confidence, and classroom practice. There is growing collaboration and

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	consistency across teams, contributing to a stronger culture of continuous improvement. • Learners are benefiting from increasingly high-quality and engaging learning experiences, with greater consistency in learning and teaching approaches and provision that is becoming more responsive to individual learner needs. • The Extended Leadership Team has developed a stronger understanding of learner progress and the factors influencing attainment through the consistent use of tracking data. This has led to more informed professional dialogue and earlier identification of learners requiring support. • The introduction of Year Group Trackers and Progress Intervention Meetings has strengthened collaboration between class teachers, Principal Teachers, Wellbeing staff, and Senior Leaders, ensuring that learners who are off track are identified promptly and supported through coordinated interventions. • A more structured, learner-centred approach to intervention has been established through the implementation of the Pathway to Success and the consistent use of Year Group Trackers, improving the identification, planning, and monitoring of support for individual learners. • Analysis of attainment data alongside attendance, SIMD, Free School Meal Entitlement, Care Experienced status, and ASN information has provided a more detailed understanding of patterns of underachievement and enabled interventions to be targeted more effectively towards learners at greatest risk of not achieving their full potential. • Professional learning and moderation activities are beginning to increase staff confidence in the use of assessment evidence and data. Early evidence suggests greater consistency in tracking processes and professional judgement across departments. • Learners are increasingly benefiting from personalised support and targeted follow-up interventions, with tracking and monitoring processes providing staff with a clearer understanding of individual strengths, barriers to learning, and appropriate next steps.
Next steps	• Continue to implement the agreed moderation and assessment timeline, increasing opportunities for moderation within departments, across the cluster, and through wider partnerships. This will support departments in meeting the October 2026 milestone and enable progression to Phase 2 of the school's moderation strategy. • Introduce a phased approach to INSET and School Improvement Plan sessions, ensuring professional learning is carefully sequenced and responsive to identified needs. The launch of the new PRD process will strengthen accountability for professional learning and align key West Lothian priorities with the school's CLPL and Quality Assurance activities. • Expand opportunities for collaboration, practitioner enquiry, and the sharing of effective practice as part of Year 4 of the Learning and Teaching Strategy, further strengthening professional learning communities across the school.

	• Refine and further develop the Broad General Education tracking systems to improve efficiency, usability, and analytical capability. This will include the introduction of S4 and S5/6 trackers to strengthen progression monitoring from the BGE into the Senior Phase and exploration of opportunities to incorporate transition data from cluster primary schools. • Review and enhance the Pathway to Success process, including consideration of alternative digital platforms that promote learner engagement, accessibility, and ownership of learning. • Strengthen learner ownership of progress through high-quality learner conversations, ensuring young people have a clear understanding of their attainment, strengths, achievements, and next steps. • Continue to build staff capacity through targeted professional learning and the sharing of effective practice in learner conversations, interventions, data literacy, and the use of tracking information to improve learner outcomes. • Further embed quality assurance processes across all faculties and strengthen alignment between PACED and the Tracking and Monitoring Framework, ensuring stronger links between learning and teaching, assessment, moderation, tracking data, and adaptive approaches to learning. • Ensure faculty quality assurance calendars fully incorporate moderation, assessment, and tracking activities, improving the consistency and reliability of professional judgement and the data used to inform interventions. • Use information gathered through the Uniquely Me Profile to support personalised planning and targeted interventions for learners with complex additional support needs. • Progress Phase 2 of the moderation programme, extending collaborative moderation opportunities within departments, across faculties, and through cluster and CIC partnerships to increase consistency and confidence in professional judgement of Curriculum for Excellence levels. • Develop and implement a consistent approach to tracking participation and wider achievement, enabling the school to better understand the relationship between engagement, wider achievement, and attainment, and to use this information to inform targeted support and intervention strategies.
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Priority	We will improve pupil understanding of learning and teaching experiences and PACED
Desired outcomes	• Develop a more consistent whole-school focus on key improvement priorities through the use of shared visual messaging, assemblies, classroom learning, focus groups, questionnaires, and learner engagement activities. This will help ensure that learners, staff, and families have a common understanding of the school's priorities and expectations. • Continue to share survey findings, attainment information, and self-evaluation evidence with young people in an open and transparent way,

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	enabling learners to understand the school's strengths and areas for improvement and strengthening their role in shaping future developments.
What did we do?	- Increased stakeholder understanding of key improvement priorities, evidenced through learner questionnaires, focus groups, and stakeholder feedback. - Consistent visual messaging embedded across the school through displays and resources in every classroom, reinforcing core improvement priorities and ensuring a shared language across the school community. - Key messages and improvement priorities communicated regularly through assemblies, virtual whole-school briefings, classroom inputs, and learner leadership groups, including the Pupil Council. - Opportunities to share the school's improvement journey and self-evaluation findings through looking-outwards visits and external presentations. Further evidence of a strong and consistent understanding of priorities across the school community.
What did we measure and why?	Pupil understanding through questionnaires and focus groups. Why – to gauge if pupils understand the vision for L and T at West Calder and can discuss if it is happening in classrooms and departments
Impact on learners and / or staff (what are the measures indicating?)	Pupils - Young people have a clearer understanding of what high-quality learning, teaching and assessment look like at West Calder High School and what is expected of them as learners. - Young people demonstrate increased confidence in discussing their learning experiences and providing meaningful feedback on learning and teaching through pupil voice activities and self-evaluation processes. - Pupils experience a more consistent learning experience across the school, with clear expectations and approaches evident in all classrooms. Staff - Staff demonstrate greater consistency in communicating learning expectations, success criteria and standards to learners across all curricular areas. - The Learning and Teaching Policy is increasingly visible in practice, with agreed approaches routinely embedded within classroom experiences. - Staff engagement with self-evaluation and professional dialogue supports a shared understanding of high-quality learning and teaching and drives continuous improvement.
Next steps	Develop and implement a more structured approach to assemblies and pupil voice throughout the next session, ensuring that PACED and the West Calder High School Learning and Teaching Vision are embedded consistently within these opportunities. Regular reinforcement through assemblies, learner leadership groups, focus groups, and classroom activities will ensure that key messages remain visible, understood, and relevant throughout the year.

Priority	We will ensure that we are Meeting Learners' Needs
Desired outcomes	• Every young person's needs will be met effectively and appropriately, ensuring they are supported to achieve their personal best across all aspects of school life. • Implement Year 3 of the West Calder High School Learning and Teaching Strategy, which provides a coherent framework for all learning and teaching improvement activity and maintains a clear focus on meeting the needs of all learners. • Further develop staff confidence and capability in the effective use of data to identify need, monitor progress, and implement timely and impactful interventions that improve learner outcomes. • Through the WCHS Guarantee, continue to ensure that every young person has access to high-quality opportunities and experiences that enhance employability skills and support positive destinations, in line with the West Lothian RAISE Plan and the entitlements within the Career Education Standard. • Maintain and further develop a broad range of Senior Phase pathways, ensuring all learners can access programmes that meet their needs, interests, aspirations, and future goals, including opportunities for wider achievement and personal development.
What did we do?	• Delivered a comprehensive programme of professional learning to enhance staff knowledge and understanding of the diverse range of learner needs and the evidence-based strategies required to support them effectively. • Reviewed and revised the West Calder High School Wellbeing Passport to ensure a more consistent, coordinated, and personalised approach to supporting individual learners across the school. • Re-purposed targeted learning and support spaces to better reflect the school's Additional Support Needs profile, ensuring provision is aligned to the needs of learners and promotes engagement, inclusion, and success. • Implemented the actions identified within Year 3 of the West Calder High School Learning and Teaching Strategy, maintaining a clear focus on meeting learners' needs through high-quality learning, teaching, assessment, and support. • Ensured that all members of the Collaborative Hub consistently updated the Positive Destinations Tracker, enabling the school to monitor progress, identify concerns early, and coordinate interventions for young people from S3 to S6. • Although the proportion of S6 learners achieving 1+ SQA Advanced Higher Level 7 qualification was 16%, 4 percentage points below the 2025-26 target, detailed analysis informed targeted improvement actions and curriculum developments. • Introduced a new Work Placement Strategy to ensure that work placements and work-related learning experiences are prioritised for young people at risk of not securing a sustained positive destination. • Continued to expand and refine Senior Phase curriculum pathways, increasing the range of opportunities available at SCQF Levels 5 and 6 and

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	ensuring that learners can access personalised pathways aligned to their strengths, interests, and aspirations. Completed a comprehensive review of the Broad General Education Curriculum involving learners, staff, parents/carers, and partners, ensuring future curriculum developments are informed by stakeholder views and the evolving needs of young people.
What did we measure and why?	- We monitored the attainment, attendance and wellbeing of all young people to ensure that learner needs were being identified and met effectively. - We gathered and analysed evidence from a range of sources, including classroom observations, learning walks, learning partnerships, focus groups, questionnaires, stakeholder feedback, INSET and School Improvement Plan activities, and professional dialogue. This breadth of evidence enabled us to identify strengths and areas for development at both whole-school and departmental level and ensured that improvement priorities were informed by a robust evidence base. - The school's tracking system was updated regularly and used effectively to identify learner needs, plan targeted interventions and monitor progress, contributing to sustained positive destinations and improved outcomes for young people.
Impact on learners and / or staff (what are the measures indicating?)	- Attendance outcomes for targeted learner groups improved across all key measures, demonstrating the positive impact of targeted supports, interventions, and attendance strategies. - Learner feedback highlighted that young people continue to feel safe, respected, and included within the school community, reflecting the school's commitment to wellbeing, equity, and positive relationships. - Attainment outcomes improved for young people, including those within targeted learner groups, when compared to the school's virtual comparator schools, indicating positive progress in reducing barriers to achievement and improving outcomes for all. - Learners benefited from increasingly high-quality and engaging learning experiences, with greater consistency in learning and teaching approaches across the school. Learning experiences are becoming more responsive to individual learner needs, and expectations for learning are being communicated more consistently through increased visibility and implementation of school policies and frameworks. - Enhanced tracking and monitoring processes have enabled interventions to become more timely, targeted, and responsive to individual learner needs. The improved use of data has strengthened staff capacity to identify learners requiring support and implement appropriate interventions at the earliest opportunity. - While the performance of young people undertaking Advanced Higher qualifications remains an area for continued development, this should be viewed within the context of a smaller Advanced Higher cohort. This reflects the school's strategic decision to prioritise broader attainment through increased achievement at Higher level for a larger number of young people.

	The implementation of the Work Placement Strategy has strengthened employability pathways for targeted learners. Of the 92 young people who accessed block placements, 52% were identified targeted learners, demonstrating that opportunities were successfully directed towards those most at risk of not achieving a sustained positive destination. In addition, six young people accessed extended work placements, providing enhanced support for progression into employment, training, or further learning.
Next steps	- Further develop our approaches to ensuring that the needs of every learner are effectively identified and met, both within and beyond the classroom, enabling all young people to achieve their personal best. - Complete Year 4 of the West Calder High School Learning and Teaching Strategy, strengthening the alignment between the Learning and Teaching Strategy and the “Uniquely Us, Uniquely You” approach. Professional learning opportunities will respond directly to staff feedback and support requests, while phased INSET delivery, alignment with West Lothian Council priorities, and refinements to quality assurance processes will ensure continuous improvement. - Review and refresh the WCHS Guarantee to clearly demonstrate the school's commitment to providing every young person with the opportunities, experiences, and support required to achieve a sustained positive destination. The updated guarantee will reflect the principles of the “Uniquely Us, Uniquely You” strategy. - Ensure all stakeholders have a shared understanding of the purpose, value, and expectations of the WCHS Guarantee through enhanced communication and high-profile displays across the school. - Further strengthen Senior Phase pathways through the introduction of new Higher courses in Childcare and Health & Social Care and new SCQF Level 6 courses in Events and Creative Innovation, expanding learner choice and supporting a wider range of aspirations. - Reintroduce Youth Achievement Awards, including Dynamic Youth, Bronze, and Platinum Awards, to promote leadership, widen achievement opportunities, and increase access to recognised achievement at SCQF Level 7. - Develop a refreshed Broad General Education Curriculum Rationale, rooted in the school values of Ambition, Respect, and Equity, and designed to support young people to become successful learners, confident individuals, responsible citizens, and effective contributors. - Continue to develop a high-quality P7-S1 Transition Programme, ensuring all young people across the cluster experience opportunities that support a successful transition into West Calder High School. - Complete a full review of the P7-S1 Transition Programme and extend transition visits from 1.5 days to 2.5 days, providing young people with additional opportunities to build confidence, relationships, and familiarity with the school.

	• Explore opportunities to increase the number of face-to-face transition activities delivered both in cluster primary schools and within West Calder High School. • Investigate opportunities to broaden transition activities further by incorporating targeted experiences for P6 learners, supporting earlier engagement and preparation for secondary education. • Continue to challenge and support young people in the Broad General Education to demonstrate the school values, improve attendance, and develop their skills for learning, life, and work. • Review and enhance the current BGE awards structure, exploring additional ways to recognise achievement, celebrate success, and encourage sustained engagement in learning and wider school life. • Develop and implement a refreshed Rewards and Recognition Framework that celebrates individual success, achievement, effort, leadership, attendance, and positive contributions to the school community.
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Priority	We will continue to build consistency of Purpose and Challenge within lessons in the BGE across our school Community
Desired outcomes	• Learning and Teaching is evaluated as very good, reflecting the cumulative impact of the school's strategic approach to improvement, high-quality professional learning, effective quality assurance, and a relentless focus on meeting the needs of all learners. • Every young person's needs continue to be identified and met effectively, resulting in improved engagement, wellbeing, attainment, achievement, and positive destinations. • Staff demonstrate high levels of confidence and expertise in delivering inclusive, responsive, and evidence-informed learning and teaching, supported by a coherent programme of professional learning aligned to school and local authority priorities. • The Broad General Education Curriculum provides a rich range of opportunities and experiences that enable young people to develop knowledge, skills, and attributes for learning, life, and work. • Young people are able to track, reflect upon, and articulate their progress and achievements, developing a stronger understanding of their strengths, next steps, and future aspirations. • The BGE Curriculum Rationale is fully embedded and understood by learners, staff, and families, ensuring a shared understanding of how the curriculum supports young people to become successful learners, confident individuals, effective contributors, and responsible citizens. • Learners experience a curriculum that is increasingly personalised and responsive, providing appropriate support, challenge, and opportunities for achievement regardless of background or starting point. • Wider achievement is recognised, celebrated, and tracked consistently, enabling the school to better understand the contribution of wider experiences to learner engagement, attainment, and positive outcomes.

	• Young people demonstrate the skills, values, and attributes associated with Ambition, Respect, and Equity, with increasing confidence in applying these within school and beyond. • Curriculum pathways support progression for all learners, ensuring young people are well prepared for sustained positive destinations and future success.
What did we do?	• Implemented Year 3 of the West Calder High School Learning and Teaching Strategy, building on the strong foundations established through Years 1 and 2. Extensive quantitative and qualitative data analysis was undertaken to evaluate the impact of learning and teaching approaches, identify strengths, and inform future improvement priorities. • Utilised a wide range of evidence sources, including tracking and attainment data, learner voice, focus groups, learning walks, observations, stakeholder feedback, and professional dialogue, to develop a comprehensive understanding of progress in learning and teaching across the school. • Successfully implemented Phase 1 of the WCHS Skills Pathway, strengthening the school's focus on skills development within learning, teaching, and curriculum planning. • Worked in partnership with Skills Development Scotland to deliver targeted professional learning for staff, enhancing their understanding of skills-based curriculum design and supporting the development of learning experiences that prepare young people for learning, life, and work. • Supported staff to develop greater confidence in planning and delivering learning that explicitly develops and recognises skills, ensuring these are embedded within curriculum experiences and learner journeys. • Established foundations for more meaningful learner conversations by increasing staff awareness of skills development and progression, enabling young people to better recognise, articulate, and evidence the skills they are developing across a range of contexts.
What did we measure and why?	• Gathered and analysed evidence from a wide range of sources, including classroom observations, learning walks, learning partnerships, focus groups, questionnaires, stakeholder feedback, professional learning activities, INSET and School Improvement Plan tasks, and professional dialogue. This comprehensive evidence base enabled the school to evaluate the quality of learning and teaching, identify strengths and areas for development, and understand performance at both whole-school and departmental level. • Range of quantitative and qualitative data to provide a robust evaluation of learning and teaching, ensuring improvement priorities were informed by evidence and responsive to the needs of learners and staff. • Staff feedback on confidence levels in delivering high-quality learning experiences, providing valuable insight into professional learning needs and the impact of professional learning activities throughout the session. • Monitored changes in staff confidence, knowledge, and practice over time to evaluate the effectiveness of professional learning and identify priorities for future support and development.

	Evidence from staff feedback, quality assurance activities, and professional dialogue to inform the ongoing development of the Learning and Teaching Strategy and ensure that professional learning opportunities remained aligned to school improvement priorities.
Impact on learners and / or staff (what are the measures indicating?)	- Learners are experiencing higher-quality, more engaging learning experiences, characterised by increased participation, challenge, and opportunities for success across all curriculum areas. - Greater consistency in learning and teaching approaches is evident across the school, ensuring that young people experience a shared understanding of high-quality learning regardless of department or subject. - Learning experiences are increasingly responsive to individual learner needs, with staff making effective use of assessment, tracking, and learner information to provide appropriate support, challenge, and intervention. - There is greater consistency in communicating learning expectations to learners, helping young people to better understand what success looks like, how they are progressing, and what their next steps are. - Whole-school learning and teaching policies, frameworks, and expectations have increased visibility and are being implemented more consistently, leading to a more coherent learner experience across the school. - Staff confidence and consistency in delivering the West Calder High School Learning and Teaching Vision continues to improve, resulting in enhanced learner engagement, improved classroom experiences, and stronger outcomes for young people.
Next steps	- Complete the implementation and embedding of Year 4 of the West Calder High School Learning and Teaching Strategy, ensuring that all planned actions and improvement priorities are fully realised and consistently reflected in classroom practice. - Undertake a short Skills Pathway Review with staff and learners following the completion of Phase 1. This will evaluate impact, measure confidence levels, identify areas for improvement, and inform future professional learning requirements and the development of Phase 2 of the Your Future Skills Pathway. - Increase the visibility of skills development through the creation of a West Calder High School Meta Skills 4.0 Framework, displayed in every classroom and used as a practical resource to support learning, teaching, reflection, and learner conversations. - Support all departments to develop Skills in Context Progression Pathways, clearly identifying how skills are developed across the curriculum within the Broad General Education. These pathways will be displayed within departments and referenced regularly to strengthen learners' understanding of skills progression. - Organise a Your Future Skills Event for S2 learners, providing opportunities to explore, develop, and celebrate skills relevant to learning, life, and work.

	• Further develop the Your Future Skills Pathway, providing departments with greater autonomy and flexibility in how they embed and deliver skills across the curriculum while maintaining a coherent whole-school approach. • In partnership with the Pedagogy Team, explore how skills development can be embedded more explicitly within the PACED Learning and Teaching Framework, providing guidance and support to increase staff confidence in delivering skills-based learning. • Introduce the My World of Work profiling tool for all learners in S1-S3, creating a platform through which young people can reflect on their skills development, record achievements, and recognise successes. • Strengthen the role of Wellbeing Teachers in supporting learner profiling by ensuring regular opportunities are provided for young people to review, update, and discuss their profiles as part of learner conversations. • Explore the inclusion of skills development within a refreshed Awards and Recognition Framework, recognising learner progression within the Meta Skills 4.0 framework and celebrating achievement beyond attainment alone. • Continue to provide high-quality CLPL opportunities for staff to further develop their knowledge, confidence, and expertise in planning and delivering learning experiences that explicitly develop skills for learning, life, and work. • Work collaboratively with cluster primary schools to deepen understanding of current curriculum and skills development approaches, identifying opportunities to strengthen continuity and progression across the learning journey. • Develop a more coherent and progressive 3-18 Curriculum and Skills Pathway, ensuring learners experience a consistent approach to skills development and curriculum progression from primary through to secondary education. • Strengthen collaboration across the cluster to ensure that young people are increasingly empowered to become successful learners, confident individuals, responsible citizens, and effective contributors, fully aligned with the aspirations of Curriculum for Excellence.
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Priority	We will continue to improve Quintile 2/FSM Attendance & Attainment
Desired outcomes	• Attendance for identified and targeted groups will improve in line with West Lothian Council stretch aims, reducing gaps in attendance and ensuring more young people are consistently engaged in learning.
What did we do?	• Implemented the West Calder High School Attendance Plan, which focused on supporting every young person to achieve their personal best attendance through early intervention, targeted support, robust tracking and strong partnership working with families and agencies.
What did we measure and why?	• Monitored the attendance of identified groups, including SIMD Quintile 1 (Q1), SIMD Quintile 2 (Q2), Free School Meal (FSM) learners and young

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	people with Additional Support Needs (ASN), to ensure that those most at risk of lower attendance received appropriate and timely support. • Attendance data was analysed regularly to identify patterns, trends and barriers to engagement, enabling targeted interventions to be implemented at the earliest opportunity. • This approach ensured that support was focused on those learners who required it most, strengthening our ability to promote equity and improve outcomes. • By monitoring attendance across targeted groups, we were able to evaluate the effectiveness of interventions and ensure resources were directed where they could have the greatest impact. • Regular attendance analysis supported our commitment to reducing inequity by identifying and addressing barriers that may prevent young people from fully engaging in their learning.
Impact on learners and / or staff (what are the measures indicating?)	• Reduced the attendance gap between learners in SIMD Quintile 1 and Quintile 5 to 8.2%, a significant improvement from 13.2% in session 2024-25 and notably below the West Lothian average of 10.4%. • Improved attendance for learners in SIMD Quintile 1 to 86.44%, significantly exceeding the West Lothian average of 81.4%. • Improved attendance for learners in SIMD Quintile 2 to 84.58%, above the West Lothian average of 83.26%. • Reduced the attendance gap for young people entitled to Free School Meals to 10.9%, improving from 11.8% in the previous session and performing more favourably than the West Lothian average of 14.1%. • Improved attendance for young people with Additional Support Needs to 87.16%, an increase from 86.23% in the previous session and significantly above the West Lothian average of 82.66%.
Next steps	• We will continue to focus on maximising the attendance of every individual young person, with particular attention to those within identified targeted groups, ensuring that all learners are supported to attend, engage and achieve their full potential.

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

During session 2024/25, we undertook extensive consultation with pupils, staff, parents and partners to review and redefine our core school values. Throughout session 2025/26, these values became firmly embedded within the daily life of West Calder High School, shaping our language, relationships and professional practice. Significant investment was made in promoting and celebrating our values across the school environment, reinforcing our shared commitment to fostering a positive and inclusive school culture.

Our commitment to upholding children's rights remains central to our vision and decision-making. As a result of this work, West Calder High School achieved the Rights Respecting Schools Award (Silver) in 2025. Building on this success, we are now progressing towards Gold accreditation, with our application planned for submission in early 2027.

We continue to demonstrate a strong commitment to Holocaust education and remembrance. This work was recognised through the award of Vision School (Level 2) status in 2026, reflecting our ongoing efforts to promote equality, inclusion and critical understanding of historical and contemporary issues.

Promoting equity remains a key priority for the school, and we maintain a strong focus on the Cost of the School Day agenda. Careful consideration is given to the financial implications of school policies, activities and opportunities to ensure that all young people can participate fully in school life. During 2025/26, we piloted a cluster-wide approach to this work in partnership with our associated primary schools. This collaborative approach has been commended and is helping to strengthen consistent, equitable practice across the learning community.

In recognition of our commitment to creating a safe, inclusive and respectful environment, West Calder High School received the Respect Me Reward in August 2025. This achievement highlights the positive impact of our whole-school approach to anti-bullying and the importance we place on promoting positive relationships and wellbeing for all members of our school community.

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

As part of our ongoing improvement agenda, we have maintained a strong focus on improving attendance and reducing exclusions. Since 2020, whole-school attendance has improved year-on-year and remains consistently close to the national average, with attendance levels sustained from the previous session. This reflects the positive impact of our targeted approaches to promoting engagement and supporting young people to attend school regularly.

Over the past five years, exclusion rates have reduced significantly. This sustained improvement reflects our commitment to inclusive practice and positive relationships across the school community.

We have established a clear and effective framework of alternatives to exclusion, underpinned by strong partnership working with parents and carers. As a result, exclusion is used only when absolutely necessary, with a focus on early intervention, restorative approaches and tailored supports that enable young people to remain engaged in their learning.

How effective is school engagement with parents and other stakeholders?

We place a strong emphasis on maintaining effective and open communication with parents and carers. Evidence from our most recent School Communication Survey indicates that most parents and carers rate communication from West Calder High School as effective.

West Calder High School benefits from strong partnerships with a wide range of stakeholders. Our active Parent Council, Pupil Council and Pupil Parliament provide important opportunities for engagement and consultation. We also work closely with a range of external partners, local businesses and community organisations, with particularly strong links established with West Calder HUB and Polbeth HUB.

Stakeholder voice plays a key role in informing our improvement activity. We actively seek and value the views of pupils, parents and carers, staff and partners when developing policy and identifying school improvement priorities. Feedback is gathered regularly through surveys, focus groups and ongoing engagement with partner agencies.

Findings from our most recent Ethos Survey show that almost all parents and carers feel informed about the work of the school and are kept up to date with school events and key developments.

Other actions of note during session 2025-2026

- Vision School Scotland Award – Level 2
 - National Respect Me Anti-Bullying Award
 - Music – Winner in West Lothian Young Musician of The Year
 - Film – S1 Winners for ‘Best Performance’ at Edinburgh and Lothian Schools Film Competition
 - S2 participation in the Rwanda awareness project
 - S2 Representation and speakers at The Manchester Youth Conference
 - Pupil presenters at Holocaust Memorial event at Howden Park
 - S4 winner of the Inspire Awards 2025 as a “STEM Wizard” in the Academics Category
 - S4 winner of The Young Engineer of the Year UK Award
 - Pupil representation at the UN Mock Cop 2026
 - Football: U13s Semi Final West Lothian Cup
 - WL Swimming: 13/14 yrs 200m Individual Medley Silver
 - WL Swimming: 13/14 yrs 200m Freestyle Silver
 - WL Swimming: 13/14 yrs 200m Butterfly Silver
 - WL Swimming: 15/16 yrs 100m Freestyle Bronze
 - WL Swimming: 13/14 yrs 100m Freestyle Gold
 - WL Swimming: Under 12s 50m Freestyle Bronze
 - WL Swimming: Under 12s 50m Butterfly Bronze
 - Senior boys volleyball team: West Lothian champions and Scottish Cup 3rd round
 - Weightlifting: Best Female Lifter and Scottish Schools Champion
 - Track and Field: WL Bronze, Silver and Gold Success across several disciplines
 - Badminton: Scottish Schools Winner and Runner Success across both singles and doubles in several age groups
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