

Parkhead Primary School Standards and Quality Report for Session 2025-2026

Our Vision

Dream it, Believe it, Achieve it!

Our Values:

All of the work we do in Parkhead Primary School is underpinned by our INSPIRE Values.

- Inclusion
- Nurture
- Self-Belief
- Perseverance
- Individuality
- Respect
- Empathy




School Self Evaluation	
How good is our school? The quality indicators evidence that:	
1.3 Leadership of Change	Good
2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equality and inclusion	Good
3.2 Raising attainment and achievement	Good

School Context:

Parkhead Primary school is a non-denominational setting serving the communities of West Calder, Polbeth, and the surrounding rural areas. As part of the West Calder High School Cluster, we maintain strong collaborative relationships with our cluster schools.

In the 2025-26 academic year, the school comprised of 15 classes from P1 to P7, along with an Early Learning and Childcare (ELC) setting. Our school community included 475 pupils, with 70 children enrolled in the ELC across various sessions. The Senior Leadership Team consists of a Head Teacher (appointed in October 2024), a Depute Head Teacher, a part-time Principal Teacher and part time acting Principal Teacher. One of our Principal Teachers oversees the ELC, working alongside our Early Years Officer and ELCASM, with support from the Head Teacher.

Our teaching staff team is made up of 21 teachers, including a PE specialist, an Art specialist, two part-time Support for Learning teachers.

Our administrative team comprises of an Admin Assistant and a Clerical Assistant, while our wider school and ELC community is supported by a dedicated team of Early Years Practitioners, Pupil Support Workers, and a Supervisory Assistant. Together, we strive to foster a safe, nurturing, inclusive, and supportive learning environment for all our pupils.

The school enjoys strong connections within the West Calder community, particularly with the West Kirk, and benefits from the engagement of an active fundraising parent group (PPA).

What has your Child's School being doing to improve this year?**Improvement in children and young people's health and wellbeing:**

We have invested in Forest Schools approaches through Kids Gone Wild sessions for 2 year groups and now have a fully trained Forest Schools teacher who has been carrying out forest schools sessions with a third year group in the school. We have developed effective partnership working with Education Support Services, Inclusion Support Service, ASN team and wider partners to improve our universal and targeted support offers to improve wellbeing and inclusion.

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

We have implemented bespoke nurture approaches and interventions for identified individuals. All staff have been involved in using data to plan interventions and We have used creative approaches to our curriculum offer to increase engagement and to improve attendance at school.

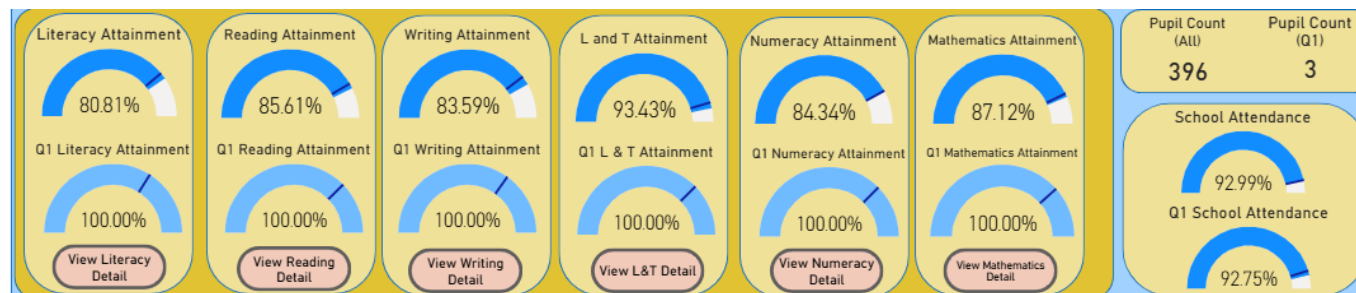
To improve employability skills, and sustained, positive school leaver destinations for all young people:

We have increased opportunities for pupil leadership and authentic pupil voice by ensuring all pupils were involved in a pupil decision making group. We have expanded our masterclasses and outdoor learning opportunities within our curriculum offer.

To raise attainment, especially in literacy and numeracy:

We have developed a close partnership with the equity team to support staff to use data to identify target areas to raise attainment and achievement for our learners. We have introduced detailed targeted support planning and tracking. We have successfully trialled Building Thinking Classroom approaches in numeracy in one of our classes.

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



The information above shows an overview of our current levels of attainment. Our data shows that we have increased overall attainment across all areas of literacy and numeracy this session.

We have worked in partnership with both the equity team and Education Support Services to improve outcomes for our learners. Through data dialogue and data coaching sessions all staff now feel more confident in using a variety of data and equity analysis to identifying gap, trends and plan appropriate interventions or adaptations in practice to support learners to attain and achieve.

Detailed targeted support plans and adaptations in planning are in place in all classes across the school and all class teachers participated in a data informed practitioner enquiry to improve their identified gap.

School attendance is continuing to increase year on year and our work to increase attendance to 92.92% which is higher than the West Lothian average. In session 2025/26 we have had 3 instances of exclusions and have worked closely with partner agencies to provide targeted interventions, supports and inclusive practices. This has meant that we have had zero exclusions in the last 7 months. Recent self-reporting information below shows that pupils are responding positively across the wellbeing indicators.

Ethos and HMIE survey results show that:

- The majority of children feel like school is helping them to become more confident.
- There has been an increase in over 25% more children saying that they find learning enjoyable in school compared to last year.
- Over 80% of children and parents agree that staff know their strengths and encourage them to do the best they can.

Parents value opportunities to discuss their child's progress and attending school events. Our PPA has supported the school to enhance our outdoor learning offer which has been a fantastic improvement to our curriculum.

Achievements we're proud of this year:

What has been the impact of our improvements? 178 pupils have benefitted from Kids Gone Wild or Forest Schools We worked with the Active Sustainable Travel group to explore and create an evaluation of our local area. Almost all of our P7 pupils are now trained at Level 2 Bikeability. We have provided high-quality opportunities such as metaskills masterclasses and leadership groups. All of our pupils across the school are part of a decision making group and have opportunities to share their voice about things that matter most to them. Pupils are proud of their achievements and roles with our Rights Respecting School group helping us to achieve Silver RRS accreditation and our Cost of the School day group representing our cluster by presenting at the West Lothian Hear Our Voices event. During our recent HMIE inspection, his majesty’s inspectors agreed with our evaluations of ‘good’ across all 4 quality indicators. You can read our report and Summary of Inspection findings here: Parkhead Primary School Inspection Report His Majesty’s Inspectorate of Education in Scotland	What our pupils say: “I like that we get morning challenges and different levels of challenges in maths.” P5 Pupil “I really love the master classes. It’s my favourite lesson of the week.” P4 Pupil “It is great that we have achieved our Silver Rights Respecting Schools Award. I hope we can get our gold next!” P2 Pupil We get lots of opportunities to make decisions through our decision making groups. P6 Pupil	What our families say: “My child has lots of opportunities for pupil participation.” “The masterclasses have definitely been a great addition and my child comes home and talks about these. They are excited about them.” “The best thing about Parkhead Primary School is the staff, how well they know the children, treat them as individuals and do their best for them.”
What can your child look forward to next school session? We will now: - Continue to build upon our approaches to teaching numeracy and mathematics e.g. STEM Space project and expanding Building Thinking Classrooms approaches across more stages. - Review and develop our Positive Relationships Policy to ensure children are supported to achieve positive outcomes. - Develop consistent and improved approaches to the teaching of spelling within skills for writing. - Further develop our approaches to outdoor learning to ensure progression. - Further develop planning and inclusive pedagogical approaches to improve consistency, pace, challenge and support. - Increase opportunities for parental engagement and family learning. - Improved feedback and target setting approaches.	How do we know we have made a difference? What does this mean for your child? Evidence shows that as a result of our improvements: - There is improved wellbeing and inclusion though consistent practice and improved tracking processes. - Learners demonstrate higher levels of engagement and learner agency, particularly in the upper stages. - Pupil leadership is highly effective, with children confidently leading change and contributing to improvement - Most children’s wellbeing needs are well supported through nurturing, inclusive approaches - Most children are engaged and interact well with others - Pupils in the younger classes benefit from strong practice in early years play-based learning - Overall attainment is in line with or above local and national average & most children make good progress over time.	

