

Equity Strategy

Carmondean PS



How does our Equity Strategy support us at Carmondean PS?

To ensure equity remains at the forefront of our thinking...

To retain our focus on tackling poverty-related gaps.

To ensure we have a shared understanding of equity to promote high expectations for all, enabling all learners to fulfil their potential.

To capture and share the approaches that we take to tackling equity tailored to our school contexts:

Culture

Systems

Practice

How do we gather the information?

Session 25/26

We are currently here, and aim to explore further this session with staff, learners and parents. Additionally, this work will become part of our 26/27 SIP.

1. Ethos & Environment for Equity
(QI 1.3, 3.1, 3.2)
2. Data & Evidence for Equity
(QI 1.3, 2.3, 2.4, 3.2)
3. Learning, Teaching & Assessment for Equity
(QI 2.3, 3.2)
4. Inclusive Curriculum for Equity
(QI 2.2, 2.3, 3.1)
5. Collaboration for Equity
(QI 2.4, 2.7)

SLT
Discussions

Learner
Voice – Self
Evaluation
Wheels

Staff
Consultations

Parent/Carer
Feedback

We will continue to refresh and refine our Carmondean Equity Strategy each session to reflect our actions, impact and next steps around Equity.

1.

Ethos & Environment for Equity

Actions:

- Equitable approaches are at the heart of Carmondean PS school vision of '***a vibrant learning community where we work together to support each child to reach their fullest potential***' and this is further strengthened through our school values '***Respect, Achieve, Include, Nurture***'.
- Strong commitment to equity across the leadership team and responsibility for PEF planning and evaluation is shared between Gillian Millar (HT), Claire Weir (DHT) and relevant staff.
- SLT work with the Equity Team to regularly review and evaluate equitable cultures, systems and practices. Additionally, partnership working is enhanced through Equity Exchange, allowing for connections around school improvement with other schools.
- Staff attend equity networks, P1 Equity Collaborative and other Equity PL. Additionally, DHT and Nurture Teacher participated in leading equitable schools training and have supported staff to evaluate practice using reflection wheels.
- All staff discuss the socioeconomic context of the school during IS days and there is a focus on their class context at E+E meetings.
- Staff plan for and discuss additional supports and interventions required for their learners impacted by poverty.
- SLT and Nurture Teacher are developing an Equity Strategy to further focus on tackling gaps and adopting equitable approaches. Work to include staff, learners and parents in this is planned for the 26/27 SIP.
- Children value equity and demonstrate this and all our school values through assemblies/focus weeks/class displays/pupil leadership groups etc.
- PB and COSD approaches are key to whole school approaches. DHT plays a key role the CoSD Working Group and has developed 'School Christmas Checklist' alongside pupils that have been shared at local authority level. Carmondean regularly contributes to WLC CoSD newsletter around various activities in school we are leading, i.e. Carmondean Closet, and the impact of these in tackling poverty-related gaps.
- Parent friendly PEF summary and CoSD Action Statement are shared on the website and are discussed with parent council.
- 25/26 priorities have allowed us to refresh and refine our Positive Relationships policy alongside staff, children and parents, where equity is at the heart.

Impact:

- Leadership team report an increase in confidence and abilities to effectively plan and evaluate impact of PEF due to professional learning undertaken. For example, HT and DHT have been part of Data Dialogue and 4 Lens sessions and now plan to adopt these systems to further enhance their tracking and monitoring impact of interventions and to dig deeper into poverty-related gaps.
- E & E Meetings now have an increased focus on equity through adoption of systems.
- PEF planning now spread across staff team who all contribute and lead areas of planning, delivery and evaluating impact.

Next Step/s:

- Further consultation with parents around CoSD and how can enhance and improve parent events in school around accessibility and cost free activities.**
- Participate in an Equity Thematic to further inform our strengths and next steps around Equity.**



Ethos & Environment for Equity...

1.



Data and Evidence for Equity

2.

Actions:

- Qualitative and quantitative data and evidence are used effectively to understand the poverty-related attainment gap (WL Tracker, SNSA, assessment, observations, learner work, engagement of families etc.).
- There is a shared understanding of equity across the team, which is data-informed and is reflected in a strong commitment to providing additionality for learners impacted by poverty. For example, 'The Overview of Need' is a spreadsheet for each class that tracks additionality around school input, re: SALT, CAHMS, IEPS as well as after school clubs, pupil groups and wider achievements. This is colour coded to acknowledge both Q1 barriers and any other hidden poverty indicators that may impact our children.
- The PEF planning tool is used effectively to record interventions, evidence progress and evaluate each PEF priority. This is shared with all staff and lead by targeted staff members too.
- Regular opportunities to share and analyse data collegiately within the SLT team and all staff. For example, Power Bi being used in E & E meetings to allow data dives and targeted improvements to be planned around equity.
- Interventions informed by robust analysis of data. SLT monitors the interventions every 6-8 weeks to track progress and identify next steps for each child with all stakeholders involved.
- Attendance data is tracked closely for all children, with a focus on Q1, Hidden Poverty and our Care Experienced Children and Young People. Our Pupil Attendance Group are supporting staff raise the profile of positive attendance through assemblies, events and bespoke approaches. For example, The Carmondean Carriage is looking at improving attendance of targeted families and increasing late-coming.
- Targeted work with partners, SALT, Ed Psych., Livingston United Parish Church, St Columba's Hospice, ISS, Place 2 Be etc. allows us to collaboratively explore how can use data to best drive improvement for targeted children and groups of children impacted by poverty.

Impact:

- All staff are data-informed and regularly meet to discuss, plan and reflect on poverty-related gaps in their classes/groups.
- Increased levels of attainment across P1, 4 and 7, especially in Q1 and hidden poverty across literacy and numeracy.
- Continued high attendance of our Q1, hidden poverty and Care Experienced children and young people, supporting experiences and outcomes for all.

Next Step/s:

- **Extend opportunities for staff to reflect on use of data around equity by adding questions around Equity Data to Staff Socrative Quiz. This will allow further consultation around ELC and Primary Staff use of data to tackle gaps.**
- **Further explore opportunities for 'challenge' around children and young people impacted by poverty, for example, how many of our learners are * within attainment trackers?**



Data and Evidence for Equity...

2.



Learning, Teaching and Assessment for Equity

3.

Actions:

- Staff make good use of a range of effective learning, teaching and assessment approaches to remove barriers and ensure equity. For example, families experiencing poverty are carefully considered when staff design home learning activities and equity is a key driver of new IDL planning, prioritising relevance and experience.
- Informed by professional learning, teaching staff use universal and targeted approaches to raising attainment across classes, i.e. use of learning intentions and success criteria, flexible groupings and specific feedback approaches.
- A variety of work on IDL learning experiences has been undertaken around children's prior knowledge, interests and needs and this is being connected to well planned learning experiences in almost all classrooms.
- A range of targeted PEF interventions are successful for learners experiencing poverty.
- Data and assessment evidence is used well to inform the planning of interventions and SLT monitor, track and moderate the quality of impact of universal and targeted approaches rigorously.
- Quality Assurance activity links closely with classroom pedagogies and SLT use these opportunities with staff to identify next steps around improving learning teaching and assessment. Current next steps identified from this process are focused on improving questioning, challenge and use of digital tools within activities and lessons.

Impact:

- All staff are data-informed and regularly meet to discuss, plan and reflect on poverty-related gaps in their classes/groups.
- Increased levels of attainment across P1, 4 and 7, especially in Q1 and hidden poverty across literacy and numeracy.

Next Step/s:

- **Strengthen consistency and quality of IDL, ensuring clear, planned links across two or more curricular areas and equity as a key focus.**
- **Improve differentiation, particularly through effective modelling, use of digital tools and appropriate challenge.**
- **Increased look at pupil voice to inform planning around IDL, especially to reach harder to reach voices (Q1/Hidden Poverty/CECYP).**



3.

Learning, Teaching and Assessment for Equity...

QA - IDL Peer Lesson Observations March 2026

Presented at	Over 90%
Met	75-90%
Nearly met	50-75%
Less than half met	25-49%
Fail	Up to 25%

What We Do Well

Ethos, Relationships and Learning Environment

- Almost all lessons observed demonstrated a positive, calm and nurturing ethos with strong relationships between staff and pupils.
- Almost all classrooms were safe, well-organised and supportive environments where children felt confident to participate and take risks in learning.
- Most staff modelled school values clearly and consistently, contributing to respectful behaviour and purposeful learning.

Learner Engagement and Motivation

- Almost all lessons showed high levels of pupil engagement with learners motivated by practical, active and hands-on approaches.
- Most pupils were enthusiastic, on task and keen to contribute, particularly where learning had a clear purpose or real-life context.
- Most teachers used effective hooks, resources and contexts (e.g. role play, artefacts, technology, challenges) to stimulate curiosity and interest.

Learning Intentions, Success Criteria and Lesson Structure

- Most lessons had clear learning intentions shared at the start and revisited during plenaries.
- Most teachers used success criteria effectively with many examples of co-construction and visual support to aid understanding.



Inclusive Curriculum for Equity

4.

Actions:

- 25/26 School priorities have focused on developing our Carmondean Curriculum to meet the needs of all our learners.
- Our Carmondean Curriculum has had a specific focus on relevance and experience, for example, our community connections in Livingston, Scotland, UK and the world.
- Staff have looked closely at CfE benchmarks and E & Os to link learning experiences to our children and young people. For example, our new IDL project around 'Woodlands of Carmondean' has allowed children to become 'Woodland Detectives' in our local area, widen their learning environment into the outdoors and make explicit links into their communities.
- Our children regularly reflect and celebrate their learning through Profiling. In P1-3 this is achieved through SEESAW and P4-7 currently use GLOW e-profiles and are transitioning to World of Work.
- Our Parent community have been helping to shape our curriculum through consultation, and we have 125 responses to a recent questionnaire – 'As a parent, what aspects/teaching opportunities could be added to our curriculum to make it more current?'. There are being used to further enhance our Carmondean Curriculum.

Impact:

- All staff have shown an increased knowledge and understanding of curriculum improvement.
- All pupils value opportunities to be contribute to our school community which is evident through the wide variety of curricular experiences from ELC-P7.
- Increase in curriculum experiences that prioritise learning within the local environment and community is allowing all children to explore, celebrate and recognise the potential for learning within their local area.

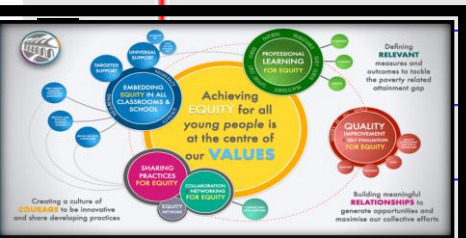
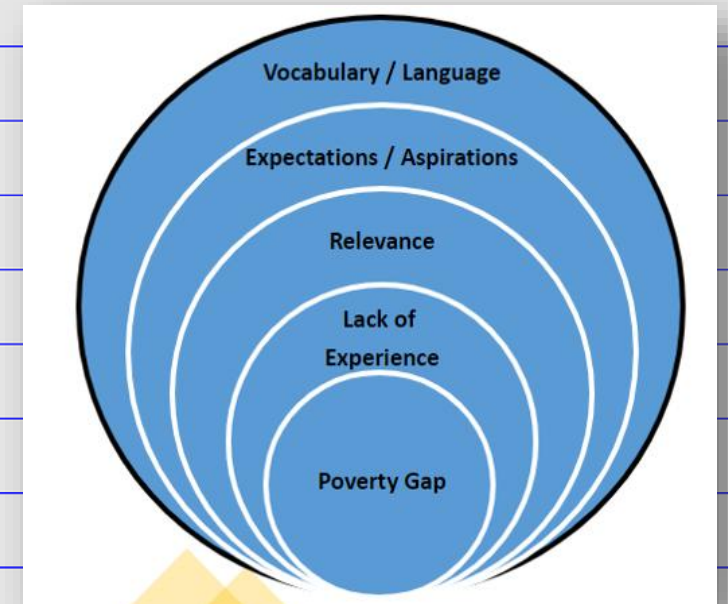
Next Step/s:

- **Staff to further engage with the CIRCLE document and 'Equity Concentric Circles' to enhance 'equity' lens on curriculum improvement and promote inclusive practice.**
- **Continue work on IDL to ensure all children have access to rich, relevant and meaningful experiences across the curriculum. Increase pupil participation and voice around curriculum improvement work.**



Inclusive Curriculum for Equity...

4.



Collaboration for Equity

5.

Actions:

- To improve outcomes for learner's strong community links are in place with a wide range of partners including Active Schools, Foodbank, School Clothing Bank, WL Advice shop, River Kids, Kids Gone Wild, Livingston United Parish Church, Place 2 Be etc.
- Additionally key local authority partners liaise with SLT to identify and plan for families to support across our school community. This includes SALT, Health Visitors, Community Health, ISS, Carers of West Lothian, Educational Psychologist, CAHMS etc.
- To strengthen our equity approaches we have worked closely with West Lothian Equity Team since 2024. This work includes focus on Q1 gaps, supporting in PEF planning, providing professional learning and collaborating with SLT using various systems i.e. Equity Review Meetings, Data Dialogue, Q1 Surgery, RIC Attendance Tool, STAR Model etc. Furthermore, we have shared our practice around Improving Attendance and Tackling Poverty-Related Gaps at Equity Networks and Equity Exchange.
- A variety of pupil leadership groups strengthen collaboration at Carmondean between staff and pupils and widen pupil voice and action across all areas of our school community, For example, our Pupil Council lead and support our 'Carmondean Pantry' and 'Carmondean Closet' that support families with food and clothes to mitigate against the Cost of Living.
- In the ELC, family learning opportunities and coffee mornings are planned to foster community, connection and tackle gaps.

Impact:

- Local and National partnerships support approaches to equity e.g. School Bank – provides uniform as additionality, Active Schools – providing experiences for DYW, opportunities to be active and participate in a range of sports for Q1 learners/Hidden poverty learners.
- Pupil leadership opportunities are allowing authentic pupil voice and action to inform school improvements, for example, Q.I. tools used to plan for improvements in attendance data, with children leading sessions on this.

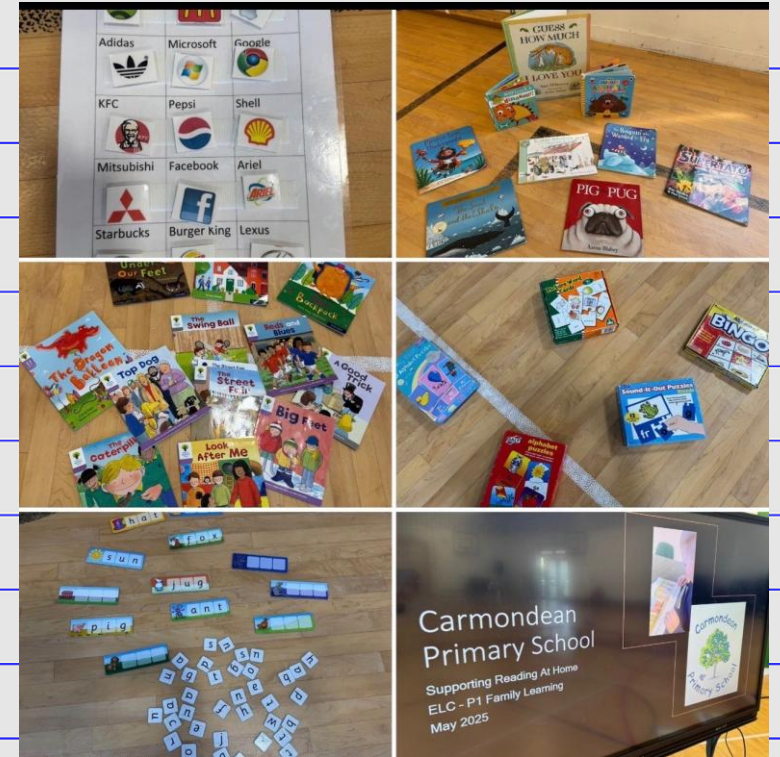
Next Step/s:

- **Continue to foster and widen partnerships to provide bespoke support and flexible pathways for targeted families and to enhance the curriculum.**
- **Increase range of partners working with to enhance ELC family learning opportunities.**



Collaboration for Equity

5.



Carmondean Primary School

Supporting Reading At Home
ELC - P1 Family Learning
May 2025