

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



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	Very good
3.2 Raising attainment and achievement	Good

School Context

Carmondean Primary School is a non-denominational primary school situated in the Carmondean area of Livingston, serving a mixed residential catchment within the Deans Community High School cluster. The school has twelve mainstream classes from Primary 1 to Primary 7 and an Early Learning Centre (ELC) providing early years provision for children aged 2–5. The school is led by a Head Teacher, Depute Head Teacher and Principal Teacher, who work collaboratively to ensure high-quality learning, teaching and wellbeing across the school and ELC.

Our work is underpinned by the school values of Respect, Achieve, Include and Nurture, which are embedded across all aspects of school life. These values promote positive relationships, high expectations and a caring, inclusive ethos where every child is supported to achieve their full potential. We place strong emphasis on partnership working with families, recognising parents and carers as key partners in learning. This is supported through effective communication and the work of the Carmondean Committee, which plays an important role in fundraising and enhancing opportunities and resources for our learners.

Carmondean Primary School works closely with a range of partners and agencies to support individual needs and promote inclusion and wellbeing. Strong links with educational psychology, health services, social work and family-support agencies ensure that children and families receive timely and appropriate support. This collaborative approach reflects our commitment to nurturing every learner, removing barriers to learning and ensuring equity and positive outcomes for all.

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

What has your Child's School been doing to improve this year?

Raising attainment for all, particularly in literacy and numeracy:

During session 2025–2026, numeracy improvement focused on continued cluster working and targeted professional learning. Workshop-style training and agreed resources, including White Rose Maths, supported more consistent approaches to teaching, learning and assessment, particularly in problem solving.

Improvement in all children and young people's wellbeing:

A new Health and Wellbeing tracker has been introduced, with almost all staff finding it has improved the quality of information gathered. Values mascots have been launched, the house points system relaunched, and a sensory room established to support individual children's regulation. The Carmondean Carriage has improved Breakfast Club attendance by 18% while reducing lateness by 74%.

Trusted adult conversations are now logged electronically, with most finding this more manageable. Children's wellbeing is assessed by both the children themselves and their teachers four times a year to support consistent tracking and discussion. Our ethos survey showed that almost all children feel safe in school and almost all children have a trusted adult they feel they could talk to.

A new Positive Relationships Policy supports consistency across our school.

Raising attainment for all, particularly in literacy and numeracy:

Attainment has been strengthened through a focus on high-quality learning and teaching, including the use of digital tools to support writing which increased pupil motivation, engagement and confidence, particularly for reluctant writers. Flexible Support for Learning approaches and targeted interventions have enabled staff to better meet a wide range of needs. A strong focus on early literacy in Primary 1 supports progression and ensures access to learning for all pupils.

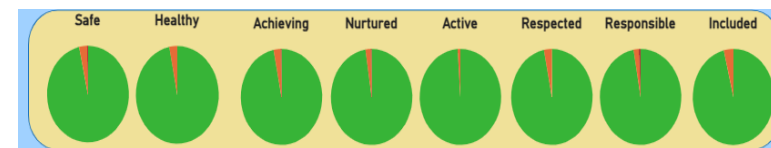
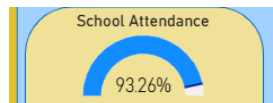
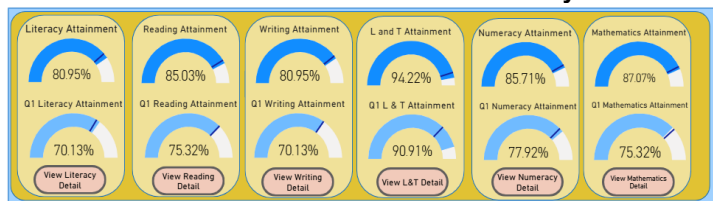
Overall school attainment shows that most learners are achieving expected levels across literacy, numeracy and health and wellbeing, demonstrating strong progress and positive impact from these approaches.

Improvement in employability skills and sustained, positive school leaver destinations for all young people:

Profiling has been further developed across all stages and shared with families, strengthening pupil voice and ensuring learners can clearly articulate their achievements. All staff have engaged in an updated Meta skills Masterclass programme, creating a consistent whole-school focus on skills development and a shared end product that supports progression in employability skills.

In addition, the development of a meaningful and relevant interdisciplinary learning programme, shaped by both staff and learner voice, has enhanced opportunities for learners to apply skills in real-life contexts, supporting sustained positive outcomes.

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



The information above shows an overview of our current levels of attainment and school context. We continue to drive improved outcomes for all learners through targeted, evidence-based interventions that promote equity and inclusion. This work is underpinned by a flexible and responsive Support for Learning model, ensuring that individual needs are identified early and addressed effectively.

Alongside this, we are investing in ongoing professional learning for staff, ensuring consistency of high-quality practice across the school and building capacity for sustainable improvement over time.

- School attendance has remained above the West Lothian average at 93%.
- Exclusions have remained at zero for session 2025/26, reflecting a strong whole school commitment to nurturing approaches, positive relationships and inclusive practices. A range of targeted interventions and universal supports are in place to ensure children feel safe, valued and ready to learn.
- Self reporting and wellbeing indicators show that pupils are responding positively across key areas including feeling included, respected and supported within the school community.
- Ethos Survey results show very strong parental confidence in the school, with almost all families reporting that their child is safe, treated fairly, well supported and progressing in learning, and most parents expressing high satisfaction with communication, staff approachability, inclusion, 'cost of the school day' support, promotion of attendance, family learning opportunities and the school's positive impact on children's confidence, wellbeing and enjoyment of school.
- Parental engagement continues to have a positive impact on pupil outcomes. Families are regularly involved through planned communication, consultations, open mornings and community events. Feedback indicates that parents feel well-informed about their child's learning and confident in approaching the school for support or advice when needed.
- Effective partnership working remains a key strength. This session we have enriched our curriculum with Limelight Music and The National Youth Choir of Scotland, the local Church as well as our local library. We continue to work closely with a range of agencies such as Educational Psychology, Speech and Language Therapy and Inclusion and Support Service. These partnerships enhance pupil support, strengthen early intervention and ensure quality provision for children and families who require additional input.
- Pupil Equity Funding has enabled targeted, data informed interventions in literacy, numeracy, health and wellbeing, attendance, participation and 'cost of the school day' support, leading to improved attainment, engagement, confidence and access to learning. The funding has reduced poverty related barriers and narrowed gaps for disadvantaged and care-experienced learners.

Achievements we're proud of this year

What has been the impact of our improvements?

Classroom evidence shows that most learners are more engaged and confident in numeracy with improved ability to explain thinking and apply strategies. The use of concrete materials ensures almost all learners can access learning, leading to improved fluency, confidence and resilience for the majority of pupils.

Most learners are achieving expected levels across literacy, numeracy and health and wellbeing, reflecting the positive impact of cluster numeracy work, consistent approaches such as White Rose Maths and increased engagement in writing through digital tools. Early literacy and flexible support have reduced barriers, supporting improved outcomes for targeted groups.

Almost all staff report the HWB tracker has improved the quality of wellbeing information, and most find electronic logging of trusted adult conversations more manageable, strengthening early intervention. This is reflected in outcomes, with almost all children reporting they feel safe and have a trusted adult, alongside measurable improvements in punctuality.

What our pupils say:

This year has been amazing!

For **Track and Field**, some of us in Primary 7 went to an event where each school represented a different country. We took part in relay and sprint races, shot put, and long-distance running. We were so proud when some of our pupils came 1st, 2nd, and 3rd in different events!

In **Cross Country**, more of our Primary 7 pupils took part and showed great determination to finish their races.

Eight of us went to Deans Community High School for the **Maths Competition**. We worked with Mr McConville to solve lots of tricky questions against the clock. It was challenging but fun!

Our **Digital Leaders** and Primary 7 pupils made games for a competition as part of the Cambridge Microbit Project. Primary 6 have also been busy building their HP project — we've learned so much about coding and teamwork.

We were thrilled to earn our 10th **Eco Flag** this year! We helped by litter-picking and keeping our school healthy and tidy.

Our **House Treats** have been brilliant. We've collected house points by following our school values. Weekly winners enjoy Funky Friday, and termly winners get exciting treats — everyone works hard to earn them!

Eight pupils from Primary 6 took part in the **Euro Quiz**. We learned about the EU — landmarks, cities, languages, and more — and used our knowledge to answer questions. Our P5/6 team came near the top, either 2nd or 4th!

Last year, we won the **Deans Gala Day**! Our theme was music. We designed a float, made props, and wore homemade costumes. It was such a fun day.

At **Primary 7 Camp**, we all faced our fears. Some of us climbed right to the top of the big tree! We learned how to canoe and use a bow and arrow, and we discovered lots of new skills.

What our families say:

Families describe Carmondean Primary as a kind, welcoming and supportive school, where children feel happy, safe and valued.

Parents are mostly happy with the curriculum and value relevant learning such as science, technology, expressive arts and life skills.

Families appreciate opportunities to engage with the school through events and workshops and are keen to continue supporting learning and improvement.

What can your child look forward to next school session? Next session, learners will experience greater consistency in numeracy approaches, continued development of White Rose Maths and increased focus on problem solving and mathematical talk, ensuring almost all children continue to build confidence, enjoyment and attainment in numeracy. We will also focus on strengthening differentiation to better meet the wide range of learner needs identified by staff, particularly in managing targeted supports alongside whole-class learning. We will develop more effective questioning approaches to deepen understanding and extend thinking, building on feedback highlighting the need to share practice and refine teaching strategies collaboratively.	How do we know we have made a difference? What does this mean for your child? We know this has made a difference through increased staff confidence and more consistent approaches to teaching numeracy. This means most children are more engaged, have clearer learning steps and are developing greater confidence when using numeracy skills. Clear improvements are evident in both staff feedback and attainment data. Almost all staff report increased confidence in using the Positive Relationships Policy, the Circle document and Health and Wellbeing processes, alongside improved quality of wellbeing information and more meaningful trusted adult conversations. These show stronger, more consistent support for children. Attainment data also shows that most learners are achieving expected levels, with increased engagement in writing and improved confidence in numeracy teaching and assessment linking directly to targeted professional learning and digital approaches. For your child, this means they are learning in a safe, nurturing environment where almost all children feel supported and have a trusted adult. Children benefit from engaging lessons, clearer routines and targeted support that matches their needs. This helps them feel more confident, attend more regularly and make strong progress in their learning.
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