

Kirkhill 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	Very good
2.3 Learning, teaching and assessment	Very good
3.1 Ensuring wellbeing, equality and inclusion	Very good
3.2 Raising attainment and achievement	Good

School Context:

Kirkhill Primary School and ELC is a non-denominational school serving the community of Broxburn. The current school role is 216, comprising of 10 primary classes with composite classes at P2/1, P4/3, P5/4 and P7/6. The teaching staff includes the Head Teacher (Seconded), Depute Head Teacher, Principal Teacher and x10 class teachers. The school is also supported by two Support for Learning teachers with a focus on Literacy and Numeracy support. We currently have x6 Pupil Support Workers working across the school. Reduced class contact teachers offer high quality learning and teaching through PE, Literacy, Numeracy, RME and 1+2 Languages.

The ELC provides provision for Morning, Afternoon and Full Day Children. The Nursery roll is currently 56 with a mixture of full day and half day provision. Currently there are 12 2year olds, 23 ante pre-school children and 21 pre-school children. The ELC is currently open 50 weeks a year and provides 1140 hours for all our children. The ELC team consists of an Early Learning and Childcare Area Support Manager, an Early Years Officer, six Early Years Practitioners and two Pupil Support Workers. The school and ELC benefits from a skilled support and administrative team, who provide good support for learning and teaching. The staff team continue to engage with the whole school community to ensure the best possible outcomes for all learners. Community links include The Family Centre, The Range, Broxburn United Sports Club, Uphall and Broxburn Parish Church and Active School. The school also benefits from a supportive and proactive Parent Council.

[School Website](#) can be added as a hyperlink using right click, or ctrl+v

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

This session all stakeholders have reviewed and updated our school values to include: Kindness, Respect and Honesty. Our new values have been shared across all stages in school and are beginning to become embedded in whole school and classroom practice and assemblies.

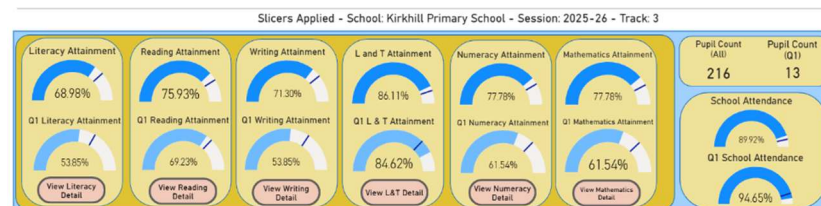
We are now using Zones of Regulation strategies consistently across all stages to support emotional regulation. Learners have a clearer understanding of their emotions and strategies in place to support them. All teaching staff have used the Circle document to review their classroom environment and inclusive practices.

There is now greater consistency across the school, ensuring all learners have improved access to resources and learning materials. All staff have a clearer understanding of childhood and family trauma through participation in the Cluster Trauma Informed Practice Training. This has given staff clear guidance on recognising and supporting learners impacted by trauma, enabling them to better support learners in school, providing a safe learning environment.

Our Health and Wellbeing working group have led the review of our Positive Relationships Policy following local and national guidance. This has led to clearer pathways to enhance positive relationships leading to improved behaviour strategies.

Primary 6 and 7 learners have benefited from improvements in our primary - secondary transition. Primary 7 learners participated in Cluster opportunities focusing on Literacy, Numeracy and Health & Wellbeing. Our ELC - Primary 1 Transition programme has continued to develop with regular visits, focussing on pre-requisite language skills and familiarisation with the school environment. Our life skills groups for identified P4-7 pupils has improved learner communication and social skills through regular small group activities.

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



The table above demonstrates our whole school attainment picture. We are continuing to support all learners through universal and targeted supports in class, through small groups supports and Support for Learning strategies. Our focus continues to be on areas of Literacy and Numeracy within school.

- Our whole school attendance is 89.92% just below the authority average.
- Q1 attendance shows very good progress at 94.65% for this session. This is above the authority average.

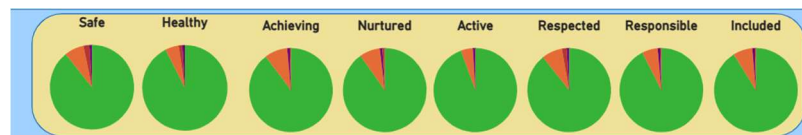
We continue to make good progress supporting pupil attendance in school. Individual pupils have made very good progress with their attendance this session, particularly during the second half of the session.

- We have had x2 exclusions in school for session 25/26. We continue to work holistically with partner agencies to further support individuals and their families.

Learner views are gained through committee groups and further improvements in school through their action plans. We have a well-developed family engagement strategy in school which supports families with food and clothing and provides regular family learning activities.

Our ethos survey results show that almost all learners feel safe in school. Almost all learners are able to speak about their rights and how these are promoted and protected. Next steps identified from the ethos survey will focus on learners understanding of bullying and supporting strategies and further developing pupil voice opportunities.

The table below demonstrates that learners are responding positively across all wellbeing indicators.



Achievements we're proud of this year:

Wider Achievements: West Lothian Creativity in Literacy - Gold awards for Primary 2/1 and Primary 7/6 Family engagement events have been well received and supported by families; Halloween crafts, Christmas breakfast and summer picnic Cross County West Lothian finalists Primary 6 teams participated in the Euro Quiz Monthly Cluster Football sessions for Primary 7 learners BUSC World Cup event for Primary 6 learners Sports Leaders training for Primary 6 learners Active Schools in school and after school sports club Improved partnerships working with BUSC Successful Christmas fair organised by Parent Council	What our pupils say: Highlights of the year include: Primary 7 residential to Lockerbie Manor. 'We got to be away from school!' 'It was really fun at night.' 'We got to be more independent and had fun activities.' After school clubs including Eco club, football School trips including The National Museum, Bannockburn, Mill Farm, Dynamic Earth. Primary 7 pupils have enjoyed whole school responsibilities; buddies, house team	What our families say: 'Parent/carer involvement is very good and always welcoming.' 'Staff are very good and always approachable.' 'Child is engaged in their learning.' 'The school understands individuality.' 'Lots of communication from the school and understanding of what will be happening for transition.' 'Strength is nurturing child ready for the academy.' 'I know I can trust the school and her education.' 'He enjoys all aspects of school, he enjoys more practical activities and sports.'
What can your child look forward to next school session? Priorities for session 2026 / 2027 Our over-arching priority for next session is - <i>To further develop our curriculum, ensuring it promotes pupil wellbeing and better meets the needs of all learners.</i> Within this priority we will continue to focus on the following: Review our current curriculum offer in line with national and local guidance Continue to improve pupil voice opportunities through whole school committees (Literacy, Numeracy, Health and Wellbeing, Digital and Skills) Whole staff engagement with the Circle document to support Inclusion Primary 5,6 and 6 focus on LEANS (Learning About Neurodiversity at School) Sharing our updated Positive Relationships Policy and Anti-bullying strategy with parents, partners and the wider community All staff to engage with Building Thinking Classrooms approach in Numeracy Focused Literacy interventions at targeted stages Increased number of in school and after school clubs in partnership with BUSC	How do we know we have made a difference? What does this mean for your child? Learners: Are benefitting from increased consistency of practice across stages with regards their classroom environment and emotional regulation strategies to support inclusion Are making good progress across Literacy and Numeracy in most stages Have planned experiences in which to share their views and impact on school improvement Experience a well-planned and positive transition between ELC-Primary 1 and Primary 7-S1 Are benefitting from staff continued professional development opportunities to further support Health and Wellbeing Have experienced a wider range of in school and after school clubs and activities through use of community partnerships	

