Westquarter Primary School & ELC

School Improvement Plan Summary

Westquarter Primary School and Nursery Class takes in children from the village of Westquarter, Redding and Reddingmuirhead. The demographic is varied, with the % who are unemployed being:

- Westquarter: 8.0%
- Redding: 4.3%
- Reddingmuirhead: 1.7%

These are all lower than Falkirk, which sits at 8.2%.

The school has 2 families with English as an additional language

16% of our children are in Quintile 1 and 61% of our children are in Quintile 5.

We have effective professional partnerships with many different agencies; Health, Occupational Therapy, the Habilitation Team, Social Work, Educational Psychology, Speech and Language Therapy, Inclusion & Wellbeing Service, Visual Impairment Service, Aberlour, Committed to Ending Abuse and Barnardos are all regular participants in planning for our children and families.

Our attendance increased in session 2025-26 to 95%. Raising the attendance will be a continued focus in 2026-27.

Session	Average attendance (%)
2021/22	92
2022/23	93
2023/24	94
2024/25	94
2025/26	95

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What difference do we want to make?	Improvement Activities	How will we know we have been successful
School & ELC Improvement Priorities		
Priority 1 Review our Curriculum Rationale in ELC and school to ensure this is relevant to children and update as necessary	Provide clarity to all in our learning community of the vision, values, and aims, creating a coherent approach to learning and development. Provide clarity over how our curriculum aligns with national frameworks e.g. Curriculum for Excellence, Realising the Ambition, while reflecting local context and community needs.	Our learning community will have a clear understanding of our aims and how we will achieve these Children will receive appropriate support and challenge which will impact on attainment and progression Our learning community will be one of care, kindness and respect
Priority 2 Through consistent application of the pedagogical principle of “Deeper Thinking” we will provide increased challenge for almost all learners.	All children will receive deep learning experiences leading to almost all children receiving appropriate challenge in learning. Adults will show an increased understanding of how to plan for deeper learning through using the inquiry cycle pedagogy.	Clear progression and challenge shown in the documentation of inquiry learning within each class. Children will be able to talk explicitly about the process of learning.
Priority 3 Continue to develop and embed planning, pedagogy and assessment in P1, and introduce approach in P2 to improve outcomes in early reading.	Professional learning will continue to be delivered to relevant staff. Approach to be continued in P1 and rolled out into P2, supported by related resources. Parent workshop to share new approach and inform parents of how they can help at home. Staff to visit schools where approach is well established.	Staff will be fully confident in delivering the phonic approach. Pupils will show an increased confidence and ability to recognise and write sounds. This will result in increasing attainment in P1 & 2 for both reading and writing. Parents will have the opportunity to develop their knowledge of methods to support their child in reading and writing.