

Meldrum 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	Good
3.2 Raising attainment and achievement	Good

School Context:

Meldrum Primary School is a welcoming non-denominational school situated within the community of Deans, which is in the north area of the town of Livingston. The school roll is currently 138 pupils split over 7 classes.

Our school is led by a committed Senior Leadership Team and supported by a dedicated staff group including teaching staff and pupil support workers. We prioritise positive relationships and wellbeing for all learners, families and staff and work hard to nurture a strong sense of community.

Parents and carers are warmly welcomed in the school. We value their partnership and encourage involvement through our Parent Council and volunteering opportunities.

We enjoy close links with St Andrew's Church, Deans Community High School and our cluster primary schools, helping us to provide a rich and connected learning experience.

View our school website for more information: [Meldrum Primary School - Meldrum Primary School](#)

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

We have introduced a daily check in opportunity for children across the school. In P4 – P7 this is done via Microsoft Teams. Class teachers across the school review the way that each child check's in and have a trusted adult conversation with anyone whose check in is less positive. Staff have been involved in a review of our positive relationships policy and it is our plan to engage with focus groups of parents/carers and pupils early next session to fully agree a document that has shared ownership by all in our school community.

Closing the gap between the most and least disadvantaged children and young people

We have implemented targeted interventions for pupils from quintile 1 or pupils who receive free school meals. Some interventions were numeracy based and some pupils received additional input in the area of writing. Through discussion at termly Excellence & Equity meetings, staff have analysed attainment data for pupils who are in quintile 1.

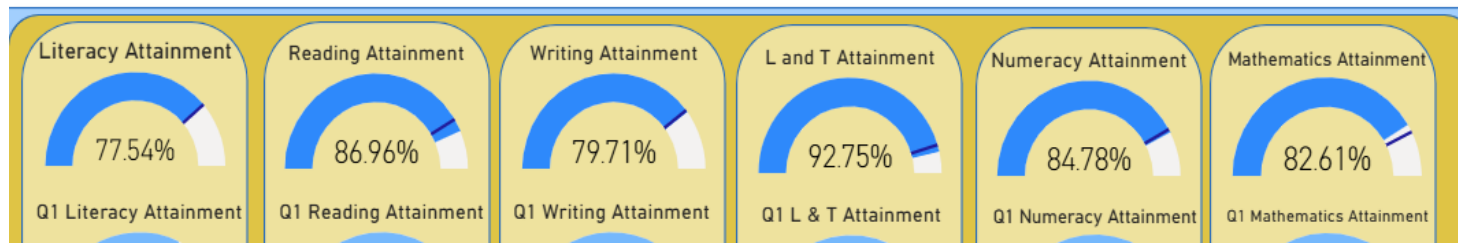
Improvement in skills and sustained, positive school-leaver destinations for all young people

All children across the school have opportunities to participate in decision making groups. Groups are mixed with children from P1 – P7 taking part, and are themed around key areas.

Improvement in achievement, particularly in literacy and numeracy

We have continued to collaborate across our cluster schools group to strengthen consistency of practice and of teaching approaches. We have a good understanding of the approaches within a Building Thinking classrooms model and children benefit from taking part in lessons which feature rich tasks and random groupings. We follow the cluster framework for daily mental mathematics activity which supports retention of topics by revisiting these on a regular basis.

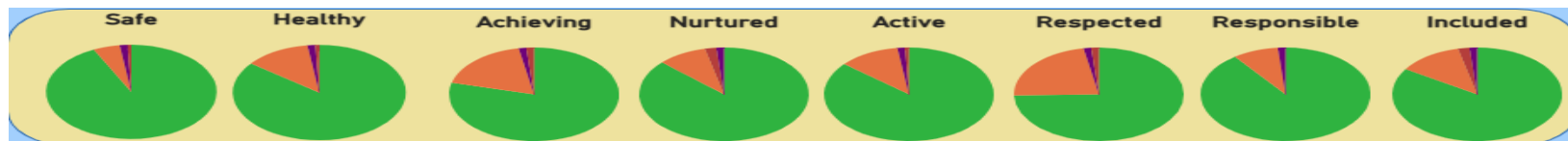
How do we know what has made a difference for your child?



The information above shows an overview of our current levels of attainment. We are driving increasing levels of attainment through targeted, evidence-based interventions which promote equity. Additionally, our staff development calendar includes training for teachers which supports sustainable and continuous improvement.

School attendance has continued to stay in line with West Lothian average at 92.69%

Our school has maintained an exclusion rate of zero for session 2025-2026, reflecting our strong commitment to supporting the wellbeing of all children through a range of targeted interventions and inclusive practices. Recent self-reporting information shows that children are responding positively across the wellbeing indicators.



Our school ethos survey was completed by 99 parents/carers which is an increase of 30% on the previous 2 years. 80% of respondents are satisfied overall with the school. 91% of parents/carers who responded felt that their child is progressing well in learning.

The impact of our Pupil Equity Funding has been an improvement in confidence of learners who took part in targeted numeracy interventions. Learners who took part in targeted writing interventions are showing progress in core writing targets. Learners who took part in nurture activities have continued to make progress towards their individual targets which were identified through use of the Boxall profiling resource.

Achievements we're proud of this year:

Wider Achievements:

Successful visit from West Lothian Council colleagues who validated our school self-evaluation across core quality improvement indicators

Netball team were winners of cluster league. A group of P7 pupils performed well at football festival event winning some of their matches.

P4 – P7 classes took part in Deans cluster active schools festivals, showing our values of perseverance, respect and kindness.

Whole class assemblies for parents/carers were well attended. Big Breakfasts were held in September and turnout at these was positive.

ELC to P1 transition programme provided several opportunities for new P1 learners to visit the school and included a lunch experience this year.

P7 to S1 transition hybrid model of online/in person activities supported learners moving on to secondary school.

Celebrated World Book Day and had a “Dress as an Adjective” theme, keeping costs low for our families.

P6 representatives took part in this year’s Euroquiz heats and were enthusiastic participants.

What our pupils say:

“I feel good about our school because I like learning new things. I enjoy using the computer to find out new things.” P4 pupil

“I feel safe at school because there are lots of people to keep me safe. I feel happy being a pupil at Meldrum because it feels like family.” P4 pupil

“Being at Meldrum has made me so smart and happy” P1 pupil

“I like being at Meldrum because I like singing at assemblies and hearing new things from Mrs Egan” P1 pupil

“I feel good about the school because you can learn and make new friends” P6 pupil

What our families say:

The school is friendly and welcoming.

The school provides a good learning environment.

Opportunities for small group work for those who need it. Teachers know their learners.

A sense of community and caring. Our children are well looked after here.

Staff know our children as individuals.

What can your child look forward to next school session?

We will:

- continue to use a wide range of learning approaches and look to ensure that classroom environments are inclusive for all learners.
- Engage in professional learning around Education Scotland’s Curriculum Improvement Cycle, developing a firm understanding of curriculum design and exploring the updated guidance within Curriculum for Excellence
- Undertake professional learning which continues to drive support as well as challenge for pupils
- Continue to embed the Building Thinking Classrooms approach in numeracy which is already a feature of learning in the school due to our cluster working in this area over the last few sessions
- Ensure that all children have a learning profile which is updated regularly and shared with parents/carers
- Increase opportunities for parents/carers to work alongside their children through extending our family breakfast offer and introducing “Sharing our Learning” sessions

How do we know we have made a difference? What does this mean for your child?

Learners are:

- *receiving high quality learning experiences through use of Building Thinking Classrooms approaches in numeracy and mathematics
- * are becoming more able to use digital tools through consistent use of technology in classrooms
- * are being impacted by the professional learning opportunities given to staff across the curriculum
- * are making progress in literacy, numeracy and mathematics at almost all stages

