HMIE | His Majesty's Inspectorate of Education in Scotland
Luchd-sgrùdaidh an Rìgh airson Foghlam ann an Alba

# Summarised inspection findings

## Croftmalloch Primary School

## West Lothian Council

## 3 November 2026

## Key contextual information

Croftmalloch Primary school and nursery class is a non denominational primary school serving the community of Whitburn within West Lothian Council. At the time of the inspection, the school roll is 247 children organised across eleven classes. Approximately 29% of children require additional support with their learning. Around 47% of children live in Scottish Index of Multiple Deprivation deciles 1 to 3. The headteacher has been in post since August 2026 and is supported by a principal teacher and an acting principal teacher.

| **2.3 Learning, teaching and assessment** | **good** |
|---|---|
| This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:<br><br>■ learning and engagement<br>■ quality of teaching<br>■ effective use of assessment<br>■ planning, tracking and monitoring | |

- Children experience learning which is underpinned by positive nurturing relationships across almost all areas of the school. In almost all classes, children are supported well in calm, purposeful, inclusive and well-resourced learning environments. Children understand and appreciate the school values of ready, respectful, responsible which are part of the 'Crofty Way', a whole school approach to inclusion, positive relationships and learning. The values are demonstrated daily by children in their interactions with each other and with the adults who support them. In addition, staff implement the relationships policy, setting high standards and expectations in almost all classes. As a result, the behaviour of most children in classes impacts positively on their own learning and the experiences of others. Children regularly demonstrate their understanding of children's rights. The positive, supportive and aspirational ethos across the school is supporting well, all children to be ambitious and achieve success.

- Most children are highly motivated to do their best in classes. They are enthusiastic, ready to learn and settle quickly to learning activities. Almost all children say that they enjoy learning at school. Children achieve success in class by working collaboratively with their peers and working well independently when appropriate. Children have regular opportunities to lead their learning and contribute to planning learning when they make decisions about how and what they learn.

- In most lessons, teachers provide clear instructions and explanations. This helps to motivate children to engage with their learning. Most teachers use questioning effectively to check for understanding, consolidate learning and build curiosity in children. In a few classes, skilled questioning used by staff encourages and develops higher order thinking skills in children. This practice should be further developed through the systematic sharing of good practice.


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- Almost all teachers implement a clear four-part structure to lessons. This consistent structure is recognised by children who understand what to expect in lessons. An important aspect of this approach is the clear focus on the development and language of skills within lessons. Most children describe the skills they are developing and are encouraged and supported to use these skills in a variety of learning contexts. Learning intentions are shared with children in almost all classes. This helps children to understand what success will look like for them within their lessons. All teachers should continue to work on developing their approaches to sharing and developing high-quality success criteria in partnership with children.

- Digital technology is used in most classes to support children's learning. Children and teachers have access to a range of digital resources. This includes tablet devices and the use of interactive boards, which enhance learning and teaching in most classes. Children use digital technology to access tasks and online tools for learning and carry out research. Staff and children use online platforms to celebrate success in learning, complete home learning tasks and receive feedback. The use of digital tools should be further developed to ensure these are embedded in all curricular areas and at all stages.

- All teachers have engaged in professional learning to enhance their practice. They have developed a curriculum rationale which supports their teaching approaches and the delivery of a range of learning experiences for all children. This rationale includes guidance on meeting the national expectations in relation to 1 + 2 languages, interdisciplinary learning and the delivery of health and wellbeing. All teachers work collaboratively and support each other to improve their approaches to classroom practice. They have a well-established approach to planning which supports structure and consistency in the delivery of lessons Senior leaders have supported engagement in a whole school literacy strategy which has been a focus for improvement over a three-year period. This is leading to improvements in literacy and the development of pedagogical approaches which are having a positive impact on outcomes for children. Senor leaders should now support staff to further develop impactful approaches, particularly in numeracy and across other curricular areas. This will further support consistency and support all children to achieve greater success and further enhance their learning experiences.

- A minority of teaching staff have recently undertaken professional enquiry-based work as part of their personal learning. These have been successful in developing research-based projects to inform their own practice and to share with colleagues. Music for learning, the use of homework and outdoor learning are a few of the areas of study which have been shared with the wider staff. Senior leaders and staff have clear plans to develop this professional learning next session. This has the potential to enhance teachers' practice and improve further children's experiences.

- All teachers recognise the important role they play as leaders of learning across the school. They are supported well and encouraged by senior leaders to develop themselves as reflective practitioners. This includes through meaningful professional dialogue, quality assurance and continuous review and evaluation of planning processes. All teachers are encouraged to work to their strengths and take on leadership roles aligned to professional and personal


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development. These include important areas of school improvement work including literacy development and rights-based approaches. As a result, almost staff have ownership in driving forward aspects of school improvement priorities They work well together as a team, collaborating and developing their practice and taking forward important school priorities.

- All staff are aware of the needs of children who face barriers and challenge in accessing their learning, including those who have an additional support need. They develop inclusive classrooms in collaboration with children which are literacy and numeracy rich and support children's learning. Teachers ensure that the content of lessons is appropriate and accessible to all children in all classes. Children's learning needs are met well through a variety of well-considered and appropriate interventions. These are skilfully delivered both in classes, through pupil support staff and through the use of appropriate learning resources. As a result, most children make good progress in learning.

- All children have regular opportunities to discuss their work and their progress in learning through learning conversations and collaborative discussion. Children would benefit from more regular opportunities to evaluate their learning experiences. All teachers use assessments aligned to the assessment calendar which enable them to monitor the progress children are making. The use formative assessment strategies as part of their daily practice to make judgements about children's understanding and make appropriate adjustments to their teaching approaches. All teachers have participated in moderation activities in literacy and STEM (Science, Technology, Engineering and Maths) both in school with stage partners and across levels and with external cluster colleagues. This is supporting all staff to further develop their confidence in their professional judgements. Senior leaders should now support staff to further develop this work aligned to other curricular areas.

- Excellence and Equity meetings once per term enable teachers to share the progress of all children with the leadership team and support for learning staff. Senior leaders undertake robust discussions with staff about the progress children are making. Teachers present data about children's progress, identify gaps in learning, and where children may require additional challenge in their learning. These discussions support teachers to plan appropriate interventions to improve or accelerate the progress of identified children. Staff review and evaluate interventions to ensure that they are having a positive impact on children's progress.


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## 2.1 Safeguarding

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.


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| 3.2 Raising attainment and achievement | good |
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This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

**Attainment in literacy and numeracy**

- Overall, children's attainment in literacy and numeracy is good. At early level, most children achieve nationally expected levels of attainment in numeracy, reading and listening and talking. The majority achieve expected levels in writing. At first and second levels, most children achieve nationally expected Curriculum for Excellence levels in reading and writing. Almost all children achieve expected levels in talking and listening with most achieving expected levels in numeracy.

- Most children who require additional support make good progress towards their individual targets. The majority achieve nationally expected levels of attainment in literacy and most attain in numeracy.

- The majority of children who may be impacted by poverty are on track to achieve national expectations in literacy and numeracy. Staff plan timely support for ensuring almost all make appropriate progress in their learning.

**Attainment in literacy and English**

- Overall, most children are making good progress in literacy and English. At first and second levels, most children structure their writing well, using appropriate layout and punctuation to enhance their writing across different genres. At early level, children require support to apply their word attack skills and to use puntuation when writing simple sentences.

- Staff are embedding a consistent approach to the teaching of reading. These changes are beginning to have a positive outcome for children across the school. Most children use a range of strategies well to understand new and unfamiliar texts. Across the school, a few children need to improve their talking and listening skills during class discussions. They need to develop further their skills in contributing relevant information to the subject of the lesson and build on the ideas of others.

**Attainment in numeracy and mathematics**

- Overall, most children's attainment in numeracy and mathematics is good. Most children make good progress in numeracy and mathematics. This is demonstrated through assessment information and thorough tracking of individuals. A few children have made accelerated progress from prior levels of learning as a result of carefully chosen and timely numeracy and mathematics interventions.


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**Attainment over time**

- senior leaders recognised the need to develop a whole school strategy to improve children's attainment in literacy. The implementation of a consistent approach to reading and writing has resulted in improved assessment evidence which demonstrates clearly children's knowledge and ability to apply their skills in a variety of contexts. Senior leaders support staff well to ensure that their evidence and data are robust. Assessment evidence shows that children make good progress as they progress through the school.

- The newly appointed headteacher identified quickly the need to analyse more strategically the impact of interventions on children across the school and over time. She is beginning to build a stronger picture of individual children's progress. This should support teachers and senior leaders to analyse more thoroughly which strategies are making the biggest impact on children's progress. In addition, this important piece of work should support staff to showcase more clearly the increased progress and improved attainment over time.

**Overall quality of learners' achievement**

- Across the school children's achievements are recognised and celebrated through assemblies, wall displays and with certificates. Children are happy and confident to share their achievements with the school community and enjoy having these recognised and valued. Children work well together and with staff to achieve nationally accredited awards for their school. They have received recognition in sports, digital skills and rights-based learning.As a result , children are becoming more confident in these areas. They are developing well , a number of important skills inclusing teamwork, communication and problem solving.

- Children develop important skills through pupil voice groups which allow them to meaningfully contribute to the life and work of their school. All children lead or participate in committees which support school improvement work in groups such as Diversity Champions and Literacy Mini Champs. Senior pupils lead committees in their Captain and Vice-Captain roles which help them to develop leadership skills and become responsible citizens.

- Pupil leaders develop their communication skills by promoting inclusion and equality across the school and beyond. This helps to support the needs of all learners and challenge discrimination. The Diversity and inclusion groups contribute to school policy around equality and inclusion. They successfully bid for local authority funding to support the provision of sensory and accessibility resources in all classes. Pupils develop communication skills by linking with community groups including the West Lothian African Women's Network to support their work in promoting racial literacy. Children collaborate effectively with school staff and the local community to organise cultural and religious celebrations such as their recent Eid party.

- Staff offer a range of lunchtime and after-school clubs for all children. They carefully track participation in wider achievement opportunties in and out of school for all children and prioritise experiences for those at risk of missing out. As a next step, senior leaders should now support children to identify and discuss the skills they demonstrate through their achievements.

**Equity for all learners**

- Teachers recognise their role in gathering the right evidence to identify when children have gaps in their learning or are unlikely to achieve expected outcomes in literacy and numeracy. They present clear evidence to senior leaders and identify children who would benefit from targeted interventions or support. Together they plan and deliver a range of research based


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interventions, using pre- and post-assessments to evidence the progress children make as a result of this intensive block of learning. This relentless approach has resulted in most children with a potential barrier to their learning working within national expectations for numeracy and the majority for literacy.

- Across the school, just under 30% of children have an identified support need. The leadership team track meticulously the support individual children receive with their learning. Almost all children who have received targeted support over the last year have made progress in their learning. The majority of children who receive intensive support make accelerated progress. For example, children who engage with a 12 week programme to improve their understanding of numeracy increase between two and three years in their mathematical age. The majority of children who receive early targeted support in phonics make very good progress in their ability to decode and write simple words. A few children in the last year who were identified as needing support in verbal and non-verbal communication made good progress. Children apply their communication and social skills to engage positively in learning and experiences with their peers.


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## Other relevant evidence

- Overall attendance at the time of inspection is above the national average. Overall attendance has increased by 1% over a three-year period. The attendance of children residing in SIMD quintiles 1 and 2 has improved.

- The leadership team take a direct relational approach to addressing issues of poor attendance. They work closely with families and know them well. Support is offered to children and families to ensure children are able to attend school. This includes the provision of a free breakfast and access to items children may require to come to school. These are offered in sensitive ways which support and maintain the dignity of children and their families. This approach is having a positive impact on attendance.

- The school submitted information relating to compliance with the Nutritional Regulations 2020 and key duties as required by The Schools (Health Promotion and Nutrition) (Scotland) Act 2007. The Health and Nutrition Inspector (HNI) discussed this information with relevant staff and children. In addition, the HNI examined documentation relating to the effectiveness of whole school approaches to improving the health and wellbeing of children through food in school. Minor areas for improvement have been agreed with the school and the school meals provider.


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## Explanation of terms of quantity

The following standard HMIE terms of quantity are used in this report:

| | |
|---|---|
| All | 100% |
| Almost all | 91%-99% |
| Most | 75%-90% |
| Majority | 50%-74% |
| Minority/less than half | 15%-49% |
| A few | less than 15% |

Other quantitative terms used in this report are to be understood as in common English usage.

On behalf of His Majesty's Chief Inspector of Education in Scotland.


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