

BLACKLAW PRIMARY SCHOOL STANDARDS AND QUALITY REPORT 2025/26



BELONG



PERSEVERE

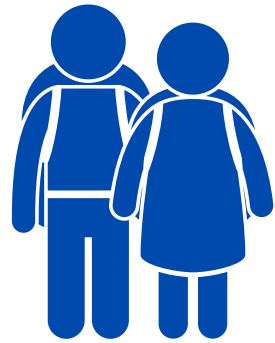
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At the end of each academic year, we produce a Standards and Quality Report which highlights our strengths and successes. It also documents our progress towards achieving the school improvement priorities as set out in our School Improvement Plan. It allows us to reflect upon what has gone well and identify the next steps in our improvement journey.

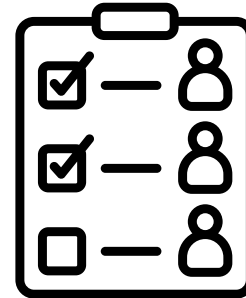
We are delighted to share with you our achievements from 2025/ 26.

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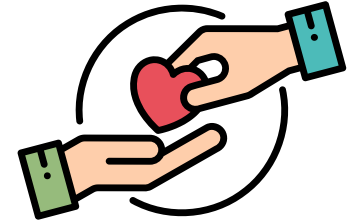
At a glance...



157 pupils



Average attendance
94.3%



16% of pupils are
affected by poverty
and/or in receipt of
free school meals.

About us...

Blacklaw Primary School is a non-denominational school serving the area of St Leonards, East Kilbride. There has been a school on this site since 1969, with the current building opening officially in 2012.

In 2025/26, we had 157 pupils across 7 classes. Our staffing complement was equivalent to 9.4 teaching staff and 4.8 support staff.

Blacklaw is a welcoming and supportive environment where we have high aspirations for all. Our school vision and values are visible in all aspects of school life.

What's going well?

- We achieved a Digital Schools Award in recognition of excellence in learning and teaching.
- All pupils had the opportunities to develop their skills through a wide offering of Masterclasses, pupil leadership groups and extracurricular clubs.
- Families and the local community supported successful enterprise events such as coffee mornings, school fairs, shows and of course our EK Egg Competition entry!
- Following on from achieving Sport Scotland Gold status last session, we continue to have high levels of pupil participation and success in sporting events. These include Cross Country, Netball, Dance, Multisports and Football.
- All Primary 5 pupils benefitted from a 12-week swimming block.
- Support was made available to ensure all Primary 7 pupils could attend the residential trip. All classes benefitted from excursions linked to curricular learning.

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School Improvement Priority 1 Writing



Through participation in the Improving Our Writing (IOW) programme, we placed a high priority on improving skills, knowledge and confidence through targeted “Sprints”.

Impact:

- Pupil attainment levels for Writing have increased this session.
- Staff confidence levels improved following use of sprint model.
- Learner engagement and enjoyment increased based on feedback from pupil focus groups and staff observations.

School Improvement Priority 2 Rights Respecting Schools

- All classes ensured high levels of awareness of children’s rights through use of charters and focused lessons on the ‘Right of the Month’.
- A pupil leadership group, ‘Rights Rockstars’, led assemblies and house activities.

School Improvement Priority 3 Attendance

- Overall school attendance figures remain high.
- Breakfast Club and other targeted approaches have been used to support individuals.
- A Learning Community attendance strategy has been created and will be implemented this session.

School Improvement Priority 4 Skills Development



- Pupils demonstrate improved ability to discuss skills development through offerings such as Masterclasses and leadership groups.
- Increased learner engagement through inquiry based learning approaches can be evidenced through pupil dialogue, class visits and staff professional dialogue sessions.

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School Improvement Priority Equity



- The use of digital assistive technology for Literacy has had positive impact on attainment for targeted learners.
- Wellbeing interventions have supported pupil engagement.
- Cost of the school day measures have ensured that all children have had opportunities to attend clubs, competitions and trips.

Next Steps for 2026/27

- Continue to develop high quality approaches to the teaching of Writing, with a view to further improving pupil attainment.
- Provide further opportunities for learners to develop key skills, including leadership.
- Ensure tailored support for attendance and collaborative work with local learning community establishments.
- Continue to target and monitor pupil support provided as part of equity approaches.

