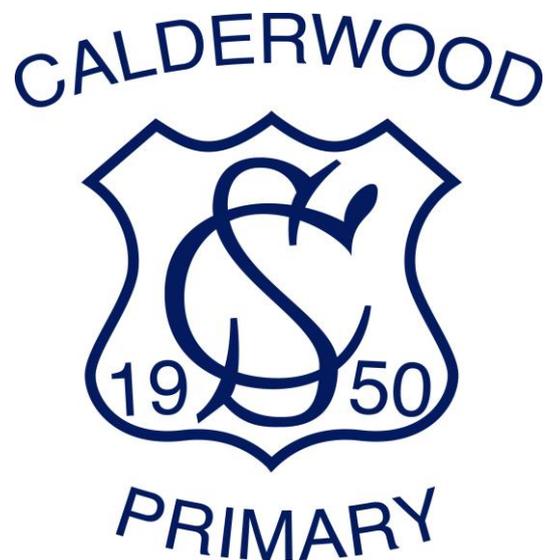


Calderwood Primary School

Standards and Quality Report 2016



Introduction

It is once again time to share with you our Standards and Quality Report for session 2015/2016. This report is to provide information for parents on the overall performance of our school.

I am delighted to share with you some of the highlights and major achievements of last session. We will always strive for continuous improvement and therefore our report will outline further areas we will continue to work on. This information is gathered from a variety of sources including quality management activities such as classroom visits, teacher peer visits, teacher evaluations, parental surveys (2015), parental focus groups, general feedback from members of our community and of course the views of our pupils too (2016).

Calderwood children are happy and high achieving children. This report recognises the significant commitment of all pupils, staff, parents and partners who provide in the highest quality of educational experience for all our learners as we strive for excellence in all we do.

Lisa Quinn (Head Teacher)

Our Key Strengths

- ❖ Our happy, highly motivated and well behaved children
- ❖ The wider achievements of the children across the school
- ❖ Our nurturing and caring ethos
- ❖ The high quality learning experiences provided for all children within and out-with the classroom
- ❖ The school's partnership with parents and highly effective parental engagement
- ❖ The school's approach to nurturing leadership capacity in teachers and pupils
- ❖ The commitment of staff and senior management to further improve learning experiences for the children

Our Key Areas for Development 2016/2017

- ❖ Continue to raise attainment in literacy; Implement dyslexia friendly strategies across the school, implement Book Banding P1-3 and develop a whole school approach to the teaching of grammar
- ❖ Continue to raise attainment in numeracy and mathematics
- ❖ Continue to develop manageable assessment practice and procedures which inform next steps for learners
- ❖ Support all staff to be more confident in the scrutiny of available data and use this to inform next steps in learning
- ❖ Continue to review our Religious and Moral Education Curriculum in line with National Guidance
- ❖ Continue to roll out Modern Languages across the school in line with government expectations
- ❖ Continue to develop our Outdoor Learning Area and integrate learning experiences across the curriculum
- ❖ Further develop pupil voice and participation

(Further details of our 3 year strategic plan can be viewed in the School Improvement Plan)

Our Vision

At Calderwood we are committed to providing a welcoming, safe, nurturing and inclusive environment for our children and families. Innovation and creativity is at the forefront of our journey. Every child is encouraged and supported to reach their potential. Leadership is promoted throughout the school, empowering our learners and staff to strive for excellence in all we do. We highly value and celebrate the outstanding partnerships with parents, the wider community and local business. Calderwood children are high achieving, high attaining and happy learners!

We exemplify our Calderwood School Values in all we do and as we learn and work with others in school and within our local community.

Respect
Compassion, nurture and care
Ambition, Achievement and Attainment
Partnership and communication
Enthusiasm and Commitment
Diligence and resilience
Equality and inclusion
Creativity and innovation
Excellence
Leadership



How well do our children learn and achieve?

With reference to our Parental Survey in 2015/2016, there is excellent evidence to suggest that the school has continued to grow over the last 7 years. Parents were asked their view on three occasions during this period. This evidence of continuous improvement can be viewed in detail on our school website. 99% of parents agree/strongly agree that the school is helping to make their child more confident. 100% of parents feel that their child enjoys school (80% strongly agree and 20% agree) and 100% of parents feel that their child's learning is progressing well (73% strongly agree and 27% agree).

Almost all children are motivated and engaged in their learning. In our recent Pupil Survey, 90% of children said they enjoyed school. 83% of children, said that they were getting along well with their school work. Pupils benefit from a very wide range of experiences within the classroom and out-with. Experiences are well planned and designed to allow every child the opportunity to shine in an area of strength.

Most children know themselves well as learners; they are able to talk about their individual strengths and identify areas where further development is required. 74% of children said that they had a say in how to make their learning better. We will continue to develop further approaches to help children become more independent learners and to increase opportunities for them to influence their learning further.

Children take active leadership in learning through setting and reviewing learning targets, self and peer assessing work, collating and reflecting upon their achievements and taking on roles in collaborative learning activities. Across the school, children work well together; they listen and respond respectfully to one another during learning. The children are increasingly reflecting on our school values and are working hard to exemplify these in their learning and in their growth as individuals within their school community.

All children are taking an increasingly active leadership role in the school. Every child is part of a leadership group which provides increased opportunities for pupil voice and for children to contribute more fully within their school, local and global community. E.g. The Community Unity Team visited a Nursing home to build relationships, share experiences and have fun. The Globe Trotters have established a partner school and many children now have pen pals from Uphapazi School, South Africa. The Website Wizards are helping to identify useful apps for children to use and access from our school website.

Calderwood teachers support after school learning opportunities out-with their contractual working week and therefore children across the school benefit from an extensive range of clubs. The children are involved in evaluating this provision and suggesting new activities for the follow school session. 77% of pupils attended after school activities to enhance their learning. 29% of pupils attended more than one after school activity during session 2015-2016. 26% of children attended one lunchtime club and 8% of children attended two or more lunchtime activities.

During session 2015/2016 we celebrated many awards from a range of sporting and cultural events; we were awarded a 'Plant 2 Plate' Award from the WWF's Green Ambassador Scheme. Once again the children excelled in the Bridgeton Burns Competition being awarded the Walter Hibbard Trophy for best overall performing school for the 7th time. We were delighted to be UK Winners of the Micro Tyco School's Award for Enterprise and were winners of the Lego Mindstorm (First Lego League) West of Scotland Team Award. Primary 6 participated in the Scottish Mock Court Project and attended the final in Edinburgh. We were delighted to win the West of Scotland Journalism Award for 2015/2016. Children also participated enthusiastically in the 'Jump 2 It' Project and thoroughly enjoyed this experience. Primary 5 children entered the South Lanarkshire Council Sum Dog Mathematics Competition and we were delighted to have one pupil in the top three and a further 5 children in the top 25 from across South Lanarkshire.

2015/2016 was also a very successful sporting year. Calderwood were the first recipients of the Rutherglen and Cambuslang Sports School of the Year Award. Primary 7 pupils were Stonelaw Learning Community Heptathlon winners for 2015/2016 and were also winners of the Landemer Fun Run 2015/2016.

As we continue to look for opportunities to fund our school garden project, with the tremendous support of our Parent Council, we were successful in winning the Jewson's Building a Better Community Award and also the McIntosh Community Fund Award.

As a school we celebrate the achievements of all children within the school and beyond. Achievements are shared during our assemblies, in classes, within the school newsletters, local papers and on the school website/twitter/facebook feed. Every achievement is valued.

We are very proud of all our children.



'Jump 2 It' Team 2016



Rutherglen and Cambuslang Sports School of the Year



Jacob playing Jenga with one of our senior citizen

Literacy and English

Reading

Overall, children are making good progress in reading across the school and attaining appropriate Curriculum for Excellence Levels. In the early stages the majority of pupils (74%) have achieved early level by the end of Primary 1. 43% of this group have exceeded expectations in reading and were working with First level by June 2016. By the end of P4 the majority (73%) of children were secure in the learning at first level. By the end of P7 this had increased slightly with most children (79%) achieving 2nd Level.

Most children across the school are motivated to read. Almost all children have a very good knowledge of reading strategies to help them to read successfully and most children confidently apply these skills in other areas of the curriculum. We have recently introduced book banding in Primary 1-3, providing a significantly wider choice and variety in texts for pupils to read and enjoy. It is too early to assess the impact of these new resources. All children benefit from a well-resourced school library organised by one of our parents.

Children in Primary 4 and Primary 6 are assessed at the end of the session using a standardised assessment in reading which enables the school to compare pupil performance with a national sample. In June 2015 Primary 4, the standard age score for Calderwood Primary was not significantly different from the National average; National Standard Score 100, Calderwood P4 98.7, Calderwood P7 98.6) It is important to note that the standardised assessments used are only a snapshot of pupil progress and should be considered as only one aspect of assessment.

Writing

The majority of children across the school write confidently for a variety of purposes. By the end of Primary 7 the majority of children are making good progress (68% achieving second level). Writing standards across the school were not as strong as the previous year's performance with a particular dip in the middle school. The school has identified the need to focus on the development of grammar skills to help improve the standards in writing and to increase time for writing within the curriculum. Standards in spelling are however very good. Most children are confident spellers and are increasingly applying their skills across their learning. The children have a good knowledge of a variety of strategies to help them to spell.

Talking and Listening

Most children at all stages in the school are confident in talking and listening and are making very good progress attaining the appropriate Curriculum for Excellence levels. By the end of P1 most children (87%) have attained early level, by the end of P4 82% of children have attained first level and by the end of 2nd Level 89.3% of pupils attaining 2nd level. Children are given a broad range of opportunities to talk for different purposes including individual presentations, group talks, sharing of learning sessions, assembly presentations etc. Most children are confident speakers. Almost all children listen respectfully to their teachers in class.

Mathematics and Numeracy

Overall, most children are making good progress in numeracy and mathematics. By June 2016 the majority (72.2%) of P1 pupils were attaining the expected Curriculum for Excellence level. By the end of P4 78.2% of children were secure in their learning at first level and by the end of Primary 7 62.5% of pupils achieving second level. There is a need to increase pace of learning in numeracy across the school and this is reflected in the school improvement priorities for 2016-2017.

There is a strong focus on skills for life, learning and work and on financial management. Over 200 pupils now manage a Credit Union account helping them to further develop their skills in managing money, saving and budgeting.



Health and Wellbeing

In health and wellbeing, children are involved in ongoing self assessment of their learning. This is linked to our wellbeing indicators; safe, healthy, achieving, nurtured, active, respected responsible and included. As they learn, they are encouraged to reflect on their knowledge and understanding and make positive informed choices. There are many strong examples of pupils taking ownership of their health and wellbeing e.g. families signing up for the health snack challenge, completing fitness diaries, mentoring younger pupils etc. 86% of children said that the school encourages them to make healthy choices.

The nurturing ethos within Calderwood ensures that almost all children feel safe and cared for. 100% of parents feel that their child is safe in school and 92% of children said that they felt safe and cared for in school. 91% of children said that they have someone to talk to in school if they are worried or upset.

Senior pupils have a variety of leadership roles which provide opportunities for them to demonstrate love, care and empathy for others; P1 Buddies, monitors, paired readers etc. In our evaluation of the Primary 1 (August 2016 intake) parents highlighted the positive role of P7's in carrying out their buddying role successfully.

We have recently implemented 'Random Acts of Kindness' lessons within our Religious and Moral Education Curriculum. While it is too early to assess the impact of this, there are positive anecdotal evidence that children are reflecting on kindness, friendships and positive relationships.

Leadership groups such as the Happy Heads and the Friendship Team are ensuring that there is an appropriate focus on pupil emotional wellbeing.

Our physical activity and sport programme is extremely well planned and provides a vast range of different sporting activities for pupils. Similarly out of school activities further enhance opportunities for pupils to develop their health and wellbeing. All classes are now engaged in the Daily Mile initiative and the initial evaluation of this by parents and children was extremely positive. 73% of children felt that the Daily Mile had helped them to concentrate more in class while 80% of children felt that the Daily Mile was making them fitter. 89% of children said that they enjoyed completing the Daily Mile.

The revised school values are providing excellent opportunities for us to further explore pupil understanding of the Rights of the Child. Through assemblies and within the curriculum, children have been active in promoting disability awareness, equality and inclusion.



Healthy Tuck Shop



Warburtons visit P1



Healthy Lunch Crunch

How well do we support our children to develop and learn?

Children are very effectively supported through quality learning and teaching which is differentiated to meet the needs of our learners. Staff work very well as a team, to share and disseminate good practice. All staff are highly committed to their professional learning.

The school works very closely with parents and partners to enhance pupil learning. Pupils with additional support plans are very effectively supported by a range of agencies. The school is fully committed and proactive in practice, ensuring we are 'Getting it Right for Every Child.'

Children feel safe at school and are fairly treated by staff and other pupils. Children know who to seek support from when they need help or assistance. 100% of parents agreed (83% strongly agree/17% agree) that the staff really know their children and support them well within the school. 95% of pupils feel that they are treated fairly and are respected by their teachers. Similarly 90% of children said that their teacher listens to them and

pay attention to what they say.

We continue to make good progress in reviewing our curriculum and continue to improve this in line with National Guidance and best practice. We involve parents and community stakeholders in curricular design and welcome their expertise and input when developing learning pathways. Similarly we involve parents and members of the community, enhancing interdisciplinary learning experiences, enterprise activities. Outdoor Learning experiences and participation in community projects.

Curricular and pastoral transitions from nursery to primary 1 and class to class are well established. Almost all new parents rate our transition activities as very good or excellent. A transition sub group of parents is working very well in partnership with the school to further develop innovative approaches to transition. Transitions between primary and secondary school continue to improve with particularly strong transition practice emerging with the mathematics department. Transitions in learning from class to class are well established.

How well do we improve the quality of our work?

We continue to be fully committed to improving the quality of our work. The annual school improvement plan has a significant impact on learning and teaching.

Teachers are highly reflective and fully engage enthusiastically in self-evaluative activities throughout the school session; including professional dialogue on standards, management class visits and peer visits to share good practice with one another.

We work closely in partnership with our feeder Primary Schools and a number of staff voluntarily attend Learning Community Network Meetings for Modern Languages, P1 Network, Science Network and Secondary Mathematics Transition Network. Over the last two sessions, Calderwood has facilitated Spotlight in Learning Events for South Lanarkshire Council, to showcase good practice across the authority. The Senior Management Team are also representatives on a number of Strategic Working Groups at Local Authority Level to support the work of the Education Resources. As a school we continue to share good practice with others and have been invited to present good practice for other schools, at Learning Community Level and at National Level.

Parents and wider community partners are increasingly involved in school self-evaluation and parental views are always highly valued. 100% of parents believe that the school seeks their views (69% strongly agree/31% agree) and furthermore 100% of parents feel that the school takes their view into account. (67% strongly agree/33% agree)

The Senior Management team are very active in quality assuring the work of the school and in leading continuous improvement, some of which has been showcased at an authority and national level. Children are actively involved in further improving the work of the school through a variety of committees and this will continue to be a major focus for the school as we increase opportunities for pupil voice.

We continue to look critically at what we do in Calderwood and we are increasingly looking beyond our learning community to further improve our school. The moderation of standards within our learning community will continue to be a major focus for this coming year.

This is a true reflection of our progress 2015/2016.

Mrs. Lisa Quinn
Lisa Quinn
Head Teacher