



Standards and Quality Report 2017-18

Calderwood Primary School



Context of the School

Calderwood Primary School is in the town of Rutherglen and sits within the Stonelaw Learning Community. The current school roll is 438 children across 15 classes (August 2018). The local area is a mixture of social and privately owned housing. The new school building was opened in 2007 and provides a bright, modern environment for learning. The school has a large outdoor area for pupils and, with the terrific support of our parents, we continue to develop this to enhance outdoor learning for pupils.

At Calderwood Primary School we aim to provide a welcoming, safe, nurturing and inclusive environment for our children and families. Every child is encouraged and supported to reach their full individual potential. Leadership is promoted throughout the school, empowering learners and staff to strive for excellence. We value and celebrate outstanding partnerships with parents, the wider community and local business, and have strong, collegiate and productive relationships with our fellow learning community primary schools and Stonelaw High School.

Last session was one of significant change at Calderwood Primary with a number of new staff members joining the team, including a new Head Teacher and acting Depute Head Teacher. As our school continues to grow and change, the whole staff team are committed to working together to build on the legacy of the school - which has an excellent reputation and profile in our local community – and achieve the best outcomes for our learners as we continue on our journey towards excellence.

Calderwood children are high achieving, happy learners. We strive to exemplify our school values in all we do; as we learn, as we work with others and as we prepare for the future.

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



Review of SIP Progress: Session 2017/2018

Priority 1: Raise attainment in numeracy, implementing new or revised approaches to planning, teaching, monitoring and tracking of pupil progress from P1-7.

National Improvement Framework Key Priorities

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people's health and wellbeing; and
- Improvement in employability skills and sustained positive school leaver destinations for all young people.

National Improvement Framework Key Drivers

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School improvement
- Performance information

HGIOS 4 QIs: 1.2, 1.3, 2.2, 2.3, 3.1, 3.2

Progress and Impact:

- New numeracy and mathematics teaching pathways used by all staff to plan and support learning. Pathways have been adapted in light of teacher feedback and the newly adapted pathways are ready for use next session in conjunction with new numeracy and mathematics planners.
- Pathways referred to during planning/tracking meetings to discuss progress, pace and challenge.
- Big Maths strategies, 'Learn-Its and 'Beat That's', used in all classes to support learning.
- Teaching and support staff trained in the Catch-Up Numeracy programme.
- Pupils identified who would benefit from Catch-Up numeracy interventions. Catch-Up Numeracy timetabled for support staff. Pupil progress monitored.

Next Steps:

- Use newly adapted numeracy and mathematics pathways. Continue to monitor use, receive and respond to feedback.
- Continue to refer to newly adapted pathways during planning and tracking meetings to support discussions around progress, pace and challenge.
- Inform parents about numeracy and mathematics teaching approaches and support parents to support their child's learning in this area at home.
- Continue to use Catch-Up Numeracy as an intervention to support identified pupils. Widen the programme to reach more pupils. Continue to support staff to deliver Catch Up Numeracy. Investigate other targeted interventions which might be appropriate.
- Continue to develop confidence/upskilling of staff in the teaching of numeracy including pedagogies to support learning and increase engagement (through Tapestry/Teacher Learning Communities).

Priority 2: Raise attainment in literacy, implementing new and revised approaches to planning, teaching and assessment P1-7 with a focus on;

- Book Banding
- North Lanarkshire Literacy (P1-3)
- an increased focus on the teaching of writing and technical skills (grammar)
- the upskilling of support assistants in literacy (Catch up Literacy)
- Dyslexia Project and Working Memory Programme (developing working memory skills in pupils).

National Improvement Framework Key Priorities

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people's health and wellbeing; and
- Improvement in employability skills and sustained positive school leaver destinations for all young people.

National Improvement Framework Key Drivers

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School improvement
- Performance information

HGIOS 4 QIs: 1.2, 1.3, 2.2, 2.3, 3.1, 3.2

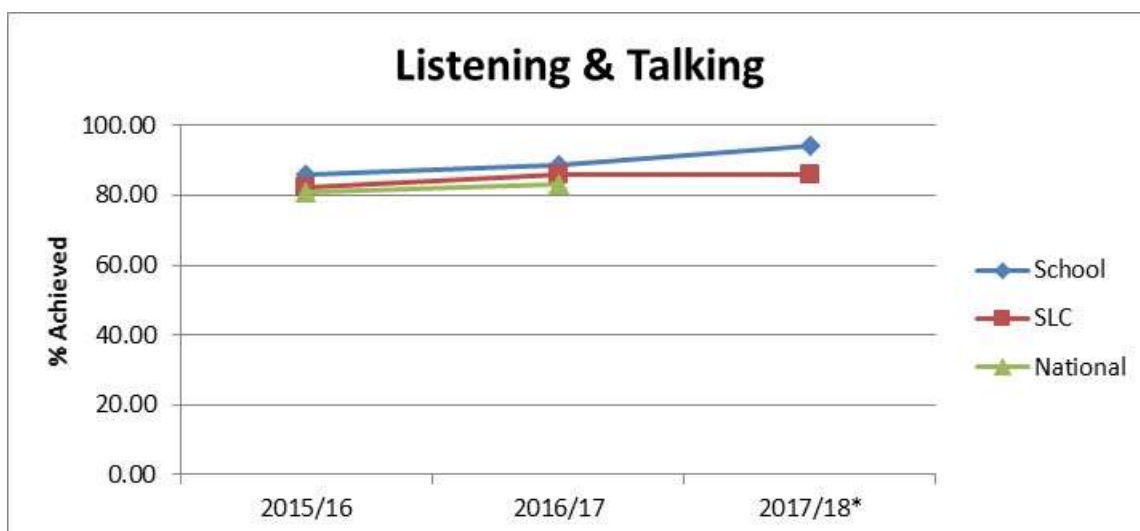
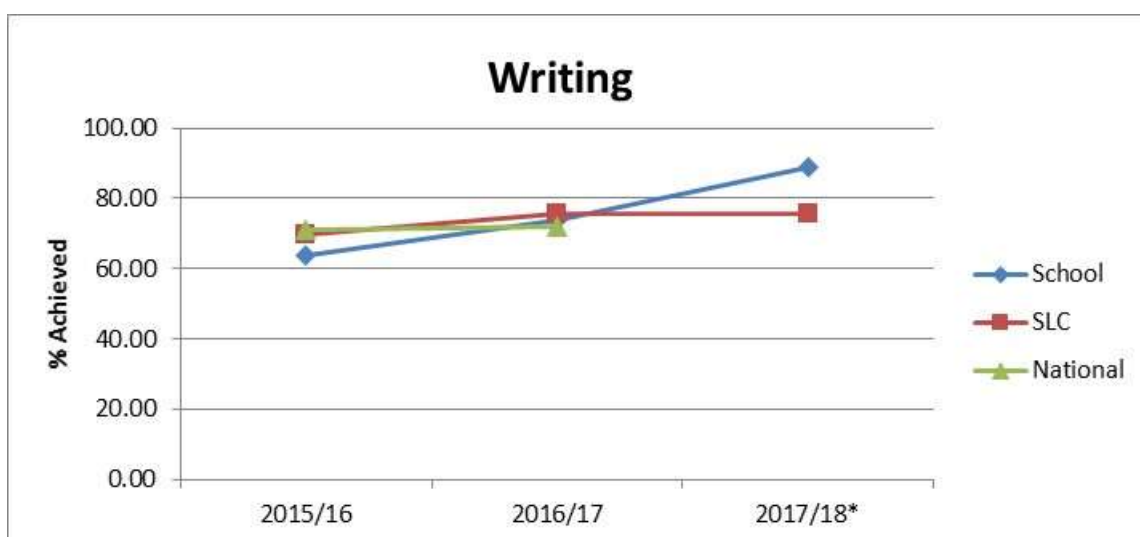
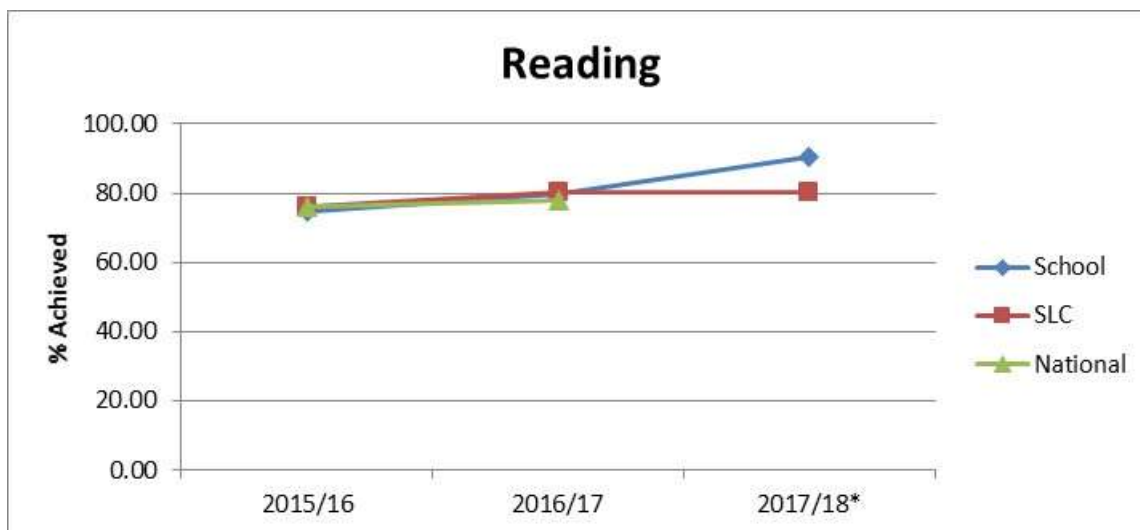
Progress and Impact:

- North Lanarkshire Active Literacy phonics strategies implemented from P1 to P3. Staff participated in training and school Working Party to support implementation.
- Book Banding implemented from Primary 1 to 7.
- All staff trained in use of the Working Memory programme. Children with poor memory skills identified. All classes provided with resources and materials. Teachers supported to implement strategies in class to support identified pupils and incorporate resources into literacy learning and teaching.
- All staff given Dyslexia Training focusing on Dyslexia Friendly School strategies and resources. Children identified who would benefit from this programme and supports incorporated into ASPs. Strategy handbooks provided for all staff. Dyslexia Friendly resource boxes created for use in each classroom and used to support pupils as appropriate.
- All staff participated in writing moderation activities with learning community colleagues. Feedback was very positive from staff. Increased engagement with benchmarks.
- Teaching and support staff trained in the Catch-Up Literacy programme. Pupils identified who would benefit from Catch-Up Literacy interventions. Catch-Up Literacy timetabled for support staff. Pupil progress monitored.
- Five Minute Literacy Box implemented as a targeted intervention.

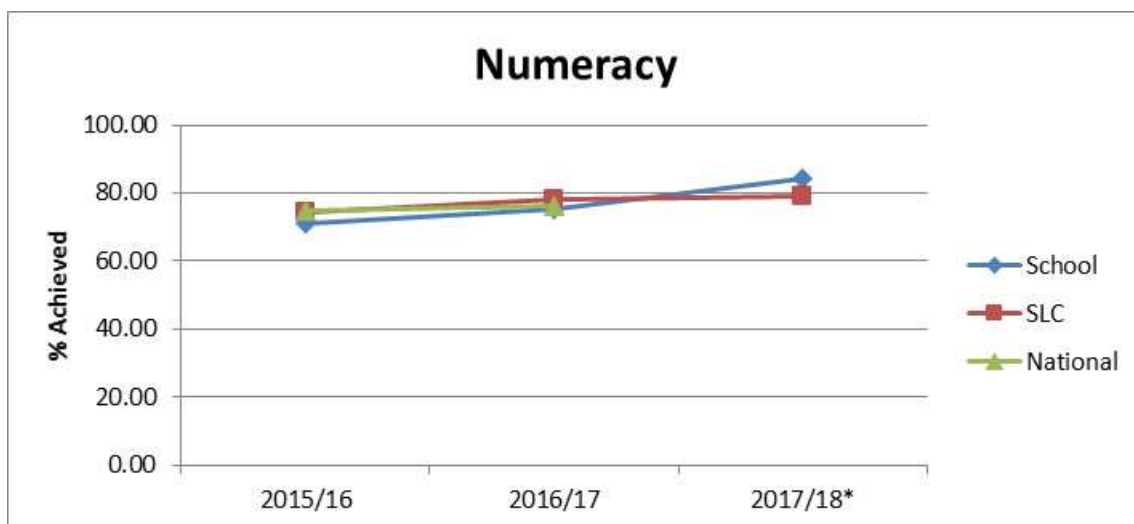
Next Steps:

- Continue to support staff to embed Active Literacy strategies at P1-3. Gather feedback from staff on implementation, evaluate progress so far and plan next steps. Plan peer visits both within our establishment and to other establishments where AL strategies are well-embedded.
- Implement Active Literacy strategies at Primary 4.
- Gather feedback from pupils and parents on Book Banding and continue to monitor with staff.
- Offer further training/refresher sessions for the Working Memory programme. Continue to use the programme to support pupils both in class and through targeted interventions. Continue to monitor and track progress of pupils using Working Memory resources with a specific target at P3 and P5.
- Further Dyslexia training/ refresher sessions to be offered to staff by both Lisa Ferguson and Julie Colvin (learning support).
- Engage parents in both Working Memory and Dyslexia Friendly School programmes.
- Create Dyslexia Friendly School policy and share with staff, pupils and parents.
- Continue to use Catch-Up Literacy as an intervention to support identified pupils. Widen the programme to reach more pupils. Continue to support staff to deliver the Catch Up Literacy.
- Continue to use Five Minute Literacy Box as a targeted intervention.
- Review grammar resources and work of Grammar Working Party with a view to piloting and implementing a new grammar programme from P1-7.

1.1 Attainment data - Attainment of Literacy Curriculum for Excellence levels 2015/16, 2016/17 and 2017/18 (teacher judgement).



1.2 Attainment data - Attainment of Numeracy Curriculum for Excellence levels 2015/16, 2016/17 and 2017/18 (teacher judgement).



Achieving Excellence: Overall Progress towards National Improvement Framework Priorities

Session 2017-18

Use all available evidence (including data)

Literacy:

Progress	satisfactory	good	very good	excellent
		✓		

Strengths

- Attainment levels in literacy are high and continuing to improve over time.
- In reading, writing and talking and listening our attainment levels are high and above the South Lanarkshire Council average.
- Successful implementation of Book Banding and North Lanarkshire Active Literacy strategies (P1-3) to support and strengthen learning in literacy.
- Clear focus on literacy in school improvement planning, development activities and professional learning opportunities for staff.
- Robust tracking and monitoring of progress in literacy in place for individuals, key groups and stages.
- Use of a range of targeted interventions to support children not on track in their literacy learning.
- Robust ASN processes in place to support children in literacy and a sound PEF focus in this area.

Next steps

- Continue to support teaching staff to embed Active Literacy approaches (P1-3) and Book Banding.
- Introduce Active Literacy strategies in Primary 4, working towards a whole school approach. This will be supported by a Working Party to plan, resource and monitor implementation.
- Our data shows that there is a dip in attainment at First Level and a 'gap' has emerged at Early Level, particularly in reading. This needs to be addressed through next session's improvement planning.
- The majority of children at first and second level are making appropriate progress in reading and writing but this could be improved.

Numeracy:

Progress	satisfactory	good	very good	excellent
	✓			

Strengths

- Attainment levels in numeracy are high and are improving over time.
- Attainment levels in numeracy are above the South Lanarkshire Council average.
- Numeracy and mathematics learning pathways used by all staff to support planning and teaching and ensure pace and challenge. These have been monitored and adapted over the course of the session, newly adapted pathways and planners will be used next session.
- Interventions are in place to support children at risk of not achieving a level.

Next steps

- Attainment levels in numeracy are good but there is much room for improvement and this is a major area for us to work on next session. We will continue to focus on differentiation, pace, challenge and pedagogies to engage all learners.
- Children impacted by poverty make stronger progress at Early Level, but there is gap widens substantially at First Level. There are plans in place to address this at First and Second Level in order to close the equity gap through our PEF planning.

Health and Wellbeing

Progress	satisfactory	good	very good	excellent
			✓	

Strengths

- The nurturing ethos within Calderwood ensures that almost all children feel safe and cared for.
- The health and wellbeing of our young people is understood as the priority of all adults in the school.
- Pupil Leadership groups such as the Happy Heads and Community Unity ensures that there is a strong focus on the emotional wellbeing of children. Other health and wellbeing initiatives such as the Daily Mile have had a positive impact on learners.
- Our Physical Education and Physical Activity programme ensures that all children receive a high quality of experience and the school takes full advantage of community partners and resource to enhance learning (Active Schools, Swimming, Tennis and Rugby Club, etc.)
- The revised school values provide very good opportunities to further explore the 'Rights of the Child' with all children; through quality assemblies and within the H&W and RME Curriculum there are many opportunities to explore and promote equality and inclusion.

Next steps

- Continue to monitor health and wellbeing through self-evaluations and teacher evaluations, and target support at individuals or groups whose health and wellbeing might impact on their attainment.
- We will continue to promote and embed our school vision, aims and values in all areas of the curriculum and life of the school and work to ensure that all stakeholders are aware of these.
- While there is a strong curricular programme in place for health and wellbeing there is a need to ensure that there is no duplication in some areas; revisit whole school overview.

Employability Skills/Positive Destinations

satisfactory	good	very good	excellent
	✓		

Strengths

- There are many examples of very good practice throughout the school which provide the children with opportunities to apply their skills for learning, life and work in a range of contexts. Our children are confident, eager, ambitious and able to contribute and improve the lives of others in school, locally, nationally and globally.

Next steps

- Audit existing practice to identify good practice.
- Make employability skills more explicit to our learners and ensure there is a progressive development of skills across the school in line with recent Education Scotland guidance and documentation.
- Continue to embed skills for learning, life and work into planning and assessment.

Overall quality of our learners' achievements

Highlights of session 2017-18

Once again, we have experienced a very busy and successful school session and the overall quality of our learners' achievements is very strong. The extensive range of opportunities provided across the curriculum ensures that our children have opportunities to achieve and succeed in a variety of contexts and that they very much enjoy their school experience.

Children at all stages are engaging in active and creative learning experiences as they access a broad, balanced curriculum in line with the Curriculum for Excellence and with a focus on developing literacy and numeracy skills and supporting children's health and wellbeing.

Our children are continually developing as active global citizens and have many opportunities to demonstrate their care and compassion for others. They are also always looking for ways to look after our environment. They find these activities very rewarding and understand the difference they can make to the lives of others. Our pupils had many opportunities to achieve and proudly represent our school in a number of festivals and competitions.

Here are some of our highlights of the year:

- Out Burns performers once again did exceptionally well at the Bridgeton Burns Competition, winning many top prizes both as individuals and groups.
- Our Burns singers and instrumentalists performed for the Autumn Club (a local community group) at Burnside Church in January. They put on a fantastic show which was greatly appreciated by the audience.
- Our P6 classes organised a fantastic Burns Supper in January complete with brilliant performances, audience participation and delicious food. The afternoon was attended by parents, families and special guests from the local community.
- Two of our pupils were invited to perform at the Robert Burns memorial in George Square – this was a huge honour and a great experience for them.
- We put on our own Burns concert in February to celebrate our performers and their achievements.
- Our Primary 4s won the Micro Tyco Challenge – a national event. This was a huge achievement and is the second time Calderwood has come out on top. We were featured in the Rutherglen Reformer. We have a lot of future entrepreneurs at Calderwood!
- Our Primary 7 team won the Rutherglen Rotary Quiz, having competed against seven other schools from our local area. They were grilled over ten rounds of eight questions – which were very tricky! They then went on to perform very well at the Rotary Club's West of Scotland District Final in Pollockshaws Burgh Hall.
- Six of our Primary 7 pupils won Stonelaw's STEM transition event. They had been challenged to come up with ways of making our school a more eco-friendly environment and worked together to come up with ideas which they then had to present to a panel of experts.
- Our Primary 4 tennis team won the Rutherglen and Cambuslang and South Lanarkshire finals and represented the school in the West of Scotland tennis finals.
- We had a brilliant (delayed) World Book Day, with costumes and lots of fun reading based activities.
- Some of our pupils visited Overtoun Park to help to install sculptures with Grow 73, a local community group. One of our pupils Niamh Magee's design had been chosen for one of the sculptures.
- Our Primary 7 were fantastic buddies to our new Primary 1 intake. They thoroughly enjoyed taking on the responsibility of being a buddy and helped their P1s settle quickly into school life. Both our P1s and P7s benefit hugely from this experience. Our Primary 6s have already met their P1 buddies ahead of next session as they introduced them to the school during our first transition event.
- During the unprecedented snow days many of our families who live close to the school worked together to clear the school grounds and the surrounding areas for local residents.
- Primary 2 put on an Afternoon Tea for families and the local community to raise money for three chosen charities.
- Our Primary 4 classes raised over £2000 through enterprise activities for the Micro Tyco Challenge which goes to support small business owners in developing countries.
- Bella the Cow visited the school as part of Primary 3's Farm to Fork project. The giant cow, which made lots of realistic noises, could be milked and made a real impression on pupils.
- Three of our children were selected to record stories to be uploaded as Podcasts on Grow 73's website. The idea being that the stories can be listened to as people make their way around Overtoun Park.
- Our upper school pupils completed their Bikeability Level 1 and Level 2 training.
- Megan Dunn and Daniel Chalmers received awards at South Lanarkshire Council's Pupil Awards Ceremony at the beginning of June. Megan was rewarded for always working hard, putting in maximum effort into every task, persevering, enthusiastically tackling new tasks and overall being a fantastic and responsible learner. Daniel received his

award for being a very hard worker, putting a lot of effort into any given task, always giving his best and being always thoughtful, polite, respectful and responsible.

- All children participated in a class assembly to show off their learning to parents, carers, family members and invited guests. We had some very imaginative assemblies with themes that ranged from Growth Mindsets to Mary Queen of Scots.
- All classes went on educational excursions linked to their learning to places including the Scottish Parliament, Dynamic Earth and Vikingar – we are committed to providing high quality learning-linked excursions for each class every session at no cost to our parents and families (excursions are funded through Parent Council fundraising activities).
- Our Primary 7s had a very successful residential trip to Lockerbie Manor – they took part in a very wide range of activities and were a credit to both themselves and our school.
- Our pupils from Primary 5 to Primary 7 took part in a range of transition activities with Stonelaw high school, including a Handball Festival and Volleyball Tournament.
- Our Primary 7 pupils put on a great performance of 'The Lemonade Kid' at the end of term – a western themed musical with a strong moral message. The accents and acting were outstanding, as were the dance moves.
- A huge range of clubs ran throughout the year to give children further opportunities to achieve in addition to keeping fit or learning a new skill. These clubs ranged from British Sign Language to Dance, from Tennis to Urdu. Some clubs even included parents, families and pupils from Stonelaw. Our ever-popular Gardening Club was bigger than ever, with a squad of pupils and adult helpers keeping our school grounds beautiful.
- Primary 5, Room 11 collected 10 260 batteries as part of the Great Battery Hunt, quite an incredible total!
- Our pupils have been working to reduce plastic waste in the school and encourage recycling.

We had many events to engage parents in their child's learning including a Meet the Teacher early on in the session, an Open Afternoon and formal Parents' Evenings. Classes also organised their own events including Enterprise Afternoons and Tea Parties.

Our Parent Council supported us by organising a number of very successful events which not only raise much-appreciated money for the school but also provide opportunities to engage our community in the life of the school. This year events included the Christmas and Summer Fayres, Ladies Night, Easter Disco and Primary 1 Family Fun Night.

CLASS HIGHLIGHTS

Here are highlights as chosen by each class....

Room 1

Room 1 loved dressing up for Halloween and going on a tour around the school to show off their costumes. They also loved learning outside. They used natural objects to count and make graphs. They also learned playground games from the past.

Room 2

Room 2 also loved dressing up for Halloween. Another highlight for them was when the ice-cream van visited the school.

Room 3

Room 3 enjoyed designing and making their own house for their Houses and Homes topic – they got very creative.

They also had a fun trip to the Glasgow Science Centre. They loved exploring the Science Mall and all the hands-on activities.

Room 4 and 5

Room 4 and 5 also loved their trip to the Science Centre. They also enjoyed lots of outdoor learning – they were out in all weathers, including the snow and the sunshine.

Room 6

A highlight for Room 6 was dressing up for World Book day. They organised World Book Day as part of their enterprise project – they organised activities and sold book marks and cakes. A highlight for all of us was the visit from Bella the Cow who came to visit the school as part of Primary 3's Farm to Fork topic. Bella made lots of realistic noises and could even be milked.

Room 7

Room 7's highlight was their amazing trip to Vikingar in Largs where they got to go 'Viking' for the day. They loved learning about how the Vikings lived and it really made their classroom learning come alive. They also loved making wonderful use of our garden – from the QR code hunt during Digital Learning Week, to making maths count with measuring tasks, they have loved having such a great outdoor space to work in.

Room 8

One of Room 8's highlights was visiting Kelvingrove Art Gallery as part of their Ancient Egyptians topic. They also loved running their own very successful coffee morning as part of their Mycro Tyco Challenge.

Room 9

Room 9 also thoroughly enjoyed their trip to Kelvingrove as part of their Ancient Egyptians topic. The activities really brought their learning to life. Another highlight for Room 9 was their terrific assembly on the theme of St Andrew's Day.

Room 10

Room 10 loved creating Fantastic Frobscottle from the BFG! They also loved working with their fabulous student Miss Collins who made a great contribution to the class.

Room 11

Room 11 loved building shelters outside as part of their Natural Disasters topic. Another highlight for Room 11 was collecting 10260 batteries when they ran their Big Battery Hunt Campaign.

Room 12

Room 12's first highlight was when the Glasgow Rocks came to visit. They also loved their Digital Learning Days where the class - in their role as digital leaders - demonstrated hardware and software to all the classes. Real leaders of learning!

Room 13

Room 13's highlight was organising and running the brilliant Burns Supper in January. They did a great job organising, serving and entertaining. A highlight for all of us was Room 13's super assembly on the life of Mary Queen of Scots – it was very entertaining!

Room 14 and Room 15

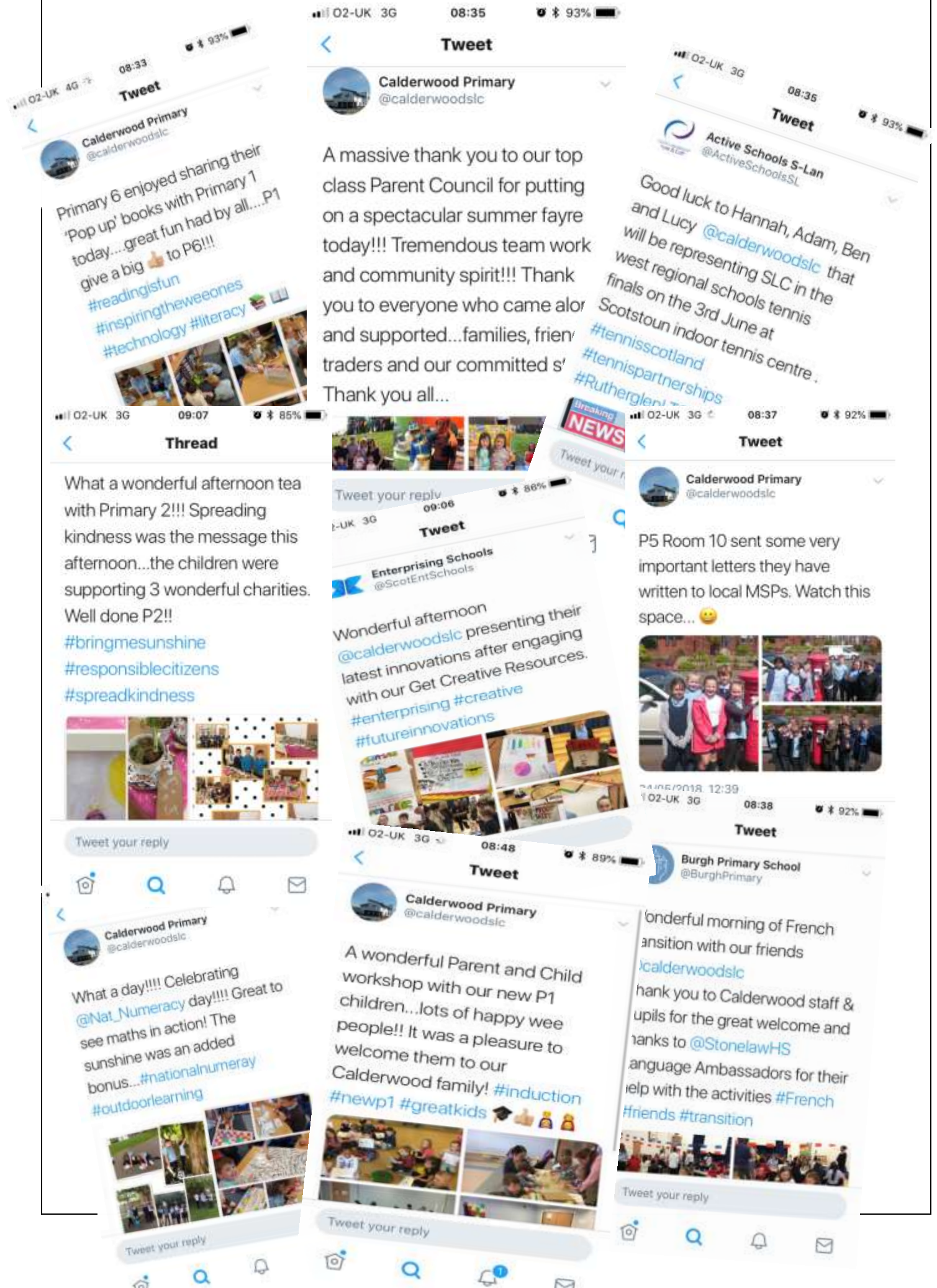
Our Primary 7s had a really fantastic year this year. They have worked so closely together that they couldn't separate their highlights. Both classes took part in a fun STEM event at Stonelaw High school where they had to work in a group to design more eco-friendly classrooms. They all gave spectacularly entertaining performances in their Primary 7 show 'The Lemonade Kid'. At the end of term they had fun at a much-deserved treat day out at M&Ds where they went bowling and played golf.

[illegible]

A new Overton Park review trail tested less than 200 people before being dismantled by teenage looters.

The group behind the tour, which was the first of its kind in the park, was the first to be dismantled. The group, which was the first to be dismantled, was the first to be dismantled. The group, which was the first to be dismantled, was the first to be dismantled.

.... and we were very active on social media!



Comment on strategies that have been successful in engaging with children and young people, staff, parents and the wider community and the impact of these.

A major strength of our school continues to be the excellent relationships with children, parents and wider community. We believe that maintaining very positive relationships is the key to positive engagement in the life and work of the school.

We have worked hard this session to ensure that *all* children are taking an active role within the school through the membership of a special leadership group providing increased opportunities for pupil voice and for children to contribute more fully within their school and beyond. This is a strategy we will continue develop next session.

Our Parent Council play a significant role in the school and through the extensive range of sub groups in place, we are able to involve a large number of parents and carers in a number of different ways to collaboratively drive our school improvement agenda forward. A few examples include the continued development of our outdoor learning area and our transition programme.

Our commitment to build relationships and engage parents and carers begins even before our children start at Calderwood. We have a very strong transition programme that involves staff, older pupils (in their role as buddies) and existing members of the parent forum. With a large number of events we aim to ensure that our new Primary 1s are very familiar with the school and their parents already feel part of the family before they start, leading to a smoother transition from nursery.

In response to parental comments, last session we successfully reviewed our Home Learning Policy to implement a new and consistent approach to the delivery of homework. Early feedback from parents suggests that this model is working well and is a more flexible approach for busy working parents and children. We will continue to monitor and get feedback from parents and staff now that this policy has been in place for a full session.

Our school continues to have an excellent reputation within the local community and the children can often be found contributing to their community; performing in the local community, visiting care homes, working with local business and engaging with community partners such as Clyde Gateway, the Rotary Club, Friends of Overtoun, Stonelaw Church and Grow 73 just to name a few.

Quality Indicator	How are we doing?	Next Steps	School Self-Evaluation
1.1 Self-Evaluation for Self-Improvement	<p>All staff are committed to self – evaluation and work collaboratively to improve the work of the school. A wide range of activities are undertaken to gather information on our progress and we actively involve pupils, staff, parents and others in this process. We have strong evidence over time of parent and pupil views of school improvement.</p> <p>We engage confidently with our learning community schools and have undertaken very successful moderation events in numeracy and literacy. These were evaluated very positively by staff across the learning community.</p> <p>We have worked tirelessly to develop a variety of approaches and systems for monitoring and tracking and we have a strong knowledge of our pupils’ progress. Data is increasingly being used to inform next steps in learning and teaching.</p>	<ul style="list-style-type: none"> Engage wider community and stakeholders more regularly in evaluating the work of the school. Continue to build confidence in the collection and scrutiny of data in order to inform next steps. To extend moderation activities to cover a range of curricular areas and work beyond our learning community. 	Good
1.3 Leadership of Change	<p>The school community has a strong and shared commitment to our aims and values which underpin all improvements. All staff are willing leaders of change and take leadership roles in a variety of contexts within the curriculum and out-with. Similarly leadership is a key area of focus for pupils and they are encouraged to take a lead in making a difference within their school, locally and globally through a variety of leadership groups.</p> <p>Senior leaders in the school set very high standards and work with staff very closely to plan purposeful and well informed change. They promote collegiality and endeavour to support staff through strategic change.</p>	<ul style="list-style-type: none"> Continue to find ways of reducing bureaucracy in planning and assessment in partnership with all staff. Provide further opportunities to engage pupils in the process of improvement planning and change within the school. Continue to evaluate and assess the implementation and impact of school priorities and developments. 	Good
2.3 Learning, teaching and assessment	<p>There is a very positive and welcoming ethos in the school which is further enhanced by the agreed whole school values, creating a positive environment for learning to take place. Staff and children respect and care for one another. Almost all children are positively engaged in their learning, are polite and well behaved in class. There is a need to ensure consistency across stages and classes. Pupils with ASN make very good progress in learning and are well supported within a very inclusive environment. Class teachers utilise a wide range of strategies to motivate and engage learners including the use of outdoor, active and collaborative approaches to learning. Overall, digital technologies are used effectively to enhance learning in most classes. Assessment is an integral part of our planning of learning and teaching. We use a variety of assessment strategies to inform next steps in learning and evidence progress for parents. We continue to review our approaches to assessment to ensure they are purposeful, valid and reliable. Assessment in literacy and</p>	<ul style="list-style-type: none"> Review teaching approaches through engaging in the Tapestry programme and creating two Teacher Learning Communities to build a consistency and confidence in approach across all classes and stages. Provide increased opportunities for collegiate planning. Provide increased opportunities for children to develop as independent learners. Further develop quality feedback given to pupils which will help them to know themselves further as learners and help them to 	Good

	<p>numeracy is particularly robust. Similarly there are strong systems in place to monitor and track pupil progress and all staff engage in profession dialogue on tracking and planning at various points across the school session.</p>	<p>feel more involved in identifying their next steps,</p> <ul style="list-style-type: none"> • Continue to review our approach to assessment in order to ensure it is purposeful, informs next steps in learning while reducing teacher workload where possible. • Continue to develop our ability to monitor and track pupil progress especially in light of the significant increase in pupil role and the need to focus on the equity gap. 	
<p>3.1 Ensuring wellbeing, equity and inclusion</p>	<p>Ensuring wellbeing, equity and inclusion continues to be a particular strength of Calderwood Primary School. There is a very strong sense of community within the school. Children with ASN are making very good progress at their own level and are supported extremely well as they progress throughout the school. Staff and children actively use the wellbeing indicators. Our curriculum provides well planned opportunities for children to explore diversity, multi-faith and equality issues which are reinforced through a very well planned assembly programme based on our school values. All staff are aware of the statutory duties and annual updates are delivered by senior managers.</p>	<ul style="list-style-type: none"> • Take forward a whole school nurturing approach to ensure consistency and understanding of nurturing approaches across the school. • Continue to raise attainment for all and especially for those living in poverty (closing the gap). • Continue to develop provision for outdoor learning. • Ensure staff are kept up-to-date with legislative developments and statutory requirements, and put staff training in place as necessary. 	<p>Very good</p>
<p>3.2 Raising attainment and achievement</p>	<p>There are pockets of strong practice across the school in literacy and numeracy which is leading to some improvements in attainment. Pupils with additional support needs make very positive progress and are supported within a very inclusive environment. We continue to develop a variety of assessments to evidence pupil progress however there is a need to ensure that assessment strategies are consistently implemented across the school and that assessment is effectively used to inform next steps in learning. Further moderation activity within and out-with the school will support staff to be confident in their professional judgements. Overall quality of achievement at Calderwood is very good and opportunities for wider achievement are extensive. Our children are happy, confident and high achieving. There are rich opportunities for children to play a vital part in contributing to their school, local and global environment and as a result, our pupils are developing as caring, compassionate and proactive citizens.</p>	<ul style="list-style-type: none"> • Raise attainment in literacy and numeracy. • Use the results of our attainment data analysis to identify improvement priorities and PEF spending priorities and monitor the impact of improvement activities and PEF interventions on attainment. • Implement PEF plans in line with Government and SLC policy. 	<p>Good</p>

Overall impact of establishment's actions to improve excellence and equity (PEF)

Amount allocated: £49 680

How are we doing?	How do we know? (Evidence measures of success)	What are we going to do now?
<p>This session our work targeting literacy and numeracy has had a positive impact on targeted learners and this is borne out in our assessment and attainment data (please see our PEF Report for a detailed analysis of this data). In addition, our PEF teacher has provided termly written evaluations and progress reports, providing very thorough information on progress and impact. Last session we had a good balance of universal and targeted approaches, and we plan to continue with this balanced approach next session. The process has been managed through regular dialogue between our PEF teacher, senior management team and teaching staff, alongside support staff and specialist support teacher, allowing us to adapt interventions appropriately to meet the needs of individual learners and targeted groups. Pupils were targeted appropriately and according to need based on a range of information.</p> <p>Our CfE data tells us that there is still an attainment gap, particularly in numeracy at Early Level, and this is a priority for us to tackle going into next session, in addition to responding to the needs of our learners as both as groups and individuals. For the forthcoming session we plan to continue on our work to support children's attainment in literacy and numeracy through both targeted and universal interventions including our Working Memory and Dyslexia programmes. We will be focusing on improving pedagogy to close the attainment gap through our participation in the Tapestry programme and teacher led Teacher Learning Communities. We will expand our Working Memory Programme to embed it more fully into the school curriculum.</p> <p>Pupil consultation in PEF processes was strong this session, and moving forward into next session we need to prioritise parental engagement. In addition to this we are also prioritising health and wellbeing through PEF by working towards a whole school approach to nurture, targeting our children impacted by poverty.</p>		

Overall evaluation of establishment's capacity for continuous improvement

At Calderwood Primary School we are fully committed to continuously improving our school and self-evaluation is a strong feature of Calderwood practice. The educational landscape is, as we know, developing and changing rapidly. We have fully embraced 'How Good Is Our School 4' and are increasingly confident in evaluating against the quality indicators which set the bar high for Scottish schools.

We continue to have an excellent reputation and profile within our community and our regular surveys of parents and pupil views over the last 8 years is excellent evidence of our continued growth. Our school profile has seen significant changes over the last five years with a large number of placing requests into the school. Our school role has increased from 302 children in 2009 to a predicted role of 438 for August 2018. We have seen significant staff changes in the last few years and this had a significant impact last session with a new Head Teacher and acting Deputy Head Teacher starting halfway through the year. Due to these changes there was an element of uncertainty in what was, at times, an unsettled year, however, staffing is more stable this session. The senior management team are working hard to ensure continuity in standards and expectations and ensure high quality continuous development opportunities for all staff. We have outstanding relationships with our parents and our Parent Council works extremely closely with the school to take forward our improvement agenda. This has a significant impact on our capacity for improvement.

At Calderwood we are committed to continuous improvement based on effective self-evaluation, and achieved through collaborative working both within and out-with our establishment and high quality professional learning opportunities for staff. As a team and community we share high expectations of our school and what we can achieve together. We are confident that with our committed staff, enthusiastic pupils and highly supportive parent forum we will continue to stride forward on our journey towards excellence.

Signed:

A handwritten signature in blue ink, appearing to read "J Innes".

J Innes (Head Teacher)

Date: August 2018