

Calderwood Primary School and ELC



Calderwood
Primary



Calderwood
Nursery

PROGRESS REPORT FOR SESSION 2024/25

(Standards & Quality Report)

1 Nethershiel Road
East Calder
EH53 0GU

About our School

Calderwood Primary School and ELC serves the community of Calderwood, within East Calder. The school is situated within the growing Calderwood Core Development Area which has seen a significant number of new homes being built with further growth projected. Calderwood Primary opened in August 2021, firstly, hosted in East Calder and Mid Calder Primary Schools with the school building officially opening in September 2021 and our nursery opening in October 2021.

This school session our Primary roll grew to around 650 children within 24 classes. The children are well supported by a large staff team comprising of teachers, pupil support workers, office and facilities staff and the senior leadership team. Our Nursery roll has increased this session to 148 children. Within the nursery, we have 3 early years officers, 16 early year practitioners and 7 Pupil Support Workers who have a variety of work patterns.

The design of the new school incorporates elements of the award-winning West Calder High School, with innovation and flexibility as core objectives. The two-storey building is contemporary to suit a range of innovative teaching and learning styles. Class bases do not have doors and benefit from teaching areas which expand shared, collaborative spaces. Flexible furniture, double-height glazing and use of colour make this a special, bright and lively space that the children and staff can shape to their own needs.

IMPROVEMENT PRIORITIES

Our improvement priorities are always based on the national priorities in the National Improvement Framework (NIF). Below we have indicated what progress we made with these priorities in Session 24/25, what the impact has been and what our next steps will be to continue to address these priorities in session 2025/26.

We have also shown which NIF driver for improvement we used – you can find out more about the National Improvement Framework and drivers at: <https://www.gov.scot/publications/achieving-excellence-equity-2022-national-improvement-framework-improvement-plan/documents/>

We have also evaluated our overall provision using quality indicators (QIs) in How Good is our School 4 (HGIOS4) and How Good is Our Early learning and Childcare? (HGIOELC) which is a key aspect of the Scottish approach to self-evaluation and school improvement.

PRIORITY	HOW DID WE DO?
<p>To raise attainment, especially in literacy and numeracy.</p> <p>Our measurable outcome for session 2024/25 was to ...</p> <p>All learners experience high quality learning experiences across the curriculum.</p> <p>NIF Driver(s):</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> School and ELC Improvement <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information 	<p><i>We have made good progress.</i></p> <p>What did we do?</p> <ul style="list-style-type: none"> Staff engaged in CLPL focused on differentiation to support inclusive and equitable learning experiences. This professional learning enhanced their knowledge, understanding and skills to allow them to continue to develop practice to meet diverse learner needs effectively. Through CLPL, staff explored and deepened their understanding of the effective use of learning intentions and success criteria. This professional learning improved their ability to clearly communicate intended learning and the measures of progress. Through CLPL, staff explored and developed a deeper understanding of effective feedback practices. This led to the implementation of a variety of progressive approaches to feedback across stages. We engaged in self-evaluation to thoroughly understand our strengths and identify next steps for growth. Additionally, we trialled collaborative quality improvement approaches to enhance our practices and to maintain a clear focus on improvement. We engaged with digital pedagogy officers to explore and evaluate tools like Reflect, Reading Coach, Immersive Reader, Dictate, and Assessment on Teams. This collaboration aimed to enhance learning experiences and support effective teaching practices. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> Children experience more inclusive and equitable learning environments which are becoming more appropriately tailored to their individual needs, as staff apply enhanced skills in differentiation gained through professional learning. Children benefit from increasingly clear communication of learning intentions and success criteria, enabling most children to understand and track their own progress more effectively. Children are beginning to receive more consistently meaningful and timely feedback through varied approaches implemented by staff, supporting their ongoing learning and development. Children's learning experiences are more regularly enriched by innovative digital tools, as staff begin to integrate new technologies to support engagement and progress.
<p>ELC</p> <p>Raising attainment for all, particularly in literacy and numeracy(universal):</p> <p>To increase staff confidence and knowledge of the Curriculum and WL progression pathways to support planning next steps of learning and consistency of professional judgement.</p> <p>To improve attainment for all learners through curriculum development by enhancing our outdoor environment, improving partnerships with parents</p>	<p><i>We have made good progress.</i></p> <p>What did we do?</p> <ul style="list-style-type: none"> Staff engaged in training, collaboration and moderation activities for subitising and syllables to deepen knowledge of the subject area, Early Level Experiences and Outcomes and West Lothian Progression Pathways. Analysis of tracker data informed focus for targeted Literacy and Numeracy interventions for pre-school learners. Numeracy Intervention focused on subitising for 19 pre-school learners over 6-week period. Home link activities were provided to families. Our EYO attended Froebel training and completed a reflective study piece on Mother Songs. Two practitioners trained in NYCOS, and our Literacy leads alongside EYO, have explored and started to implement Mother Songs across the setting to encourage more singing and rhymes. The children took part in celebrations such as Maths Week Scotland and Rhyming Week. We offered Stay and Play Weeks and Family Learning Sessions with a focus on key aspects of Literacy and Numeracy. Our parents and families engaged in practical sessions, and activities to support learning at home were provided.

<p>and providing planned targeted interventions.</p>	<p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Over 70% of pre-school children have shown improvement in subitising, rhyming and syllables this session against WLC tracker data (Rhyming - 78.38%, Syllables - 79.73%, Subitising – 70.2%) • Positive feedback has been given by parents on the value of our family learning sessions and home link activities. • Most staff (87.5%) feel confident in their knowledge and ability to teach syllables, following training and collegiate activity.
<p>2.</p> <p>To close the attainment gap between the most and least disadvantaged children.</p> <p>Our measurable outcome for session 2024/25 was ...</p> <p>- Opportunities for identified children to take part in extra-curricular and wider experience groups will increase.</p> <p>-To further improve attainment outcomes in writing and Health and well-being for children living in the target group.</p> <p>- Learner attendance within the target group will increase.</p> <p>NIF Driver(s):</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/>School and ELC Improvement <input checked="" type="checkbox"/>School and ELC Leadership <input checked="" type="checkbox"/>Teacher and Practitioner Professionalism <input checked="" type="checkbox"/>Parental Engagement <input checked="" type="checkbox"/>Curriculum and Assessment <input checked="" type="checkbox"/>Performance Information 	<p><i>We have made good progress.</i></p> <p>What did we do?</p> <ul style="list-style-type: none"> • We employed a Family link worker to provide support to families, particularly round engagement at school events, support to attend extra-curricular opportunities and to assist with applying for support. • Support for Learning staff worked collegiately with SLT to regularly review data and intervention progress for identified children and made timely changes to supports and interventions offered. • We targeted our interventions in Literacy to ensure that pupils in our target groups receive support appropriate to their individual needs. • Targeted Health and Wellbeing groups were established with a focus on zones of regulation and tailored themes responsive to pupil needs. • Positive discrimination was applied to enable all identified learners to take part in extra-curricular opportunities such as clubs and residential trips. • We engaged and employed member of staff from Football Buzz and The Hub to offer wider curriculum experience groups during the school day. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Teacher professional judgement reports that progress has been made for most of the children who have received an intervention in literacy. • 83% of learners identified in the Health and Wellbeing groups were able to use language to describe their emotions. • Almost all (94%) pupils consulted from the targeted group reported positively about their participation in wider opportunities, for example clubs, residential excursions, trips and Football Buzz. • The majority of the target groups attendance increased from the previous academic session.
<p>ELC</p> <p>Tackling the attainment gap between the most and least advantaged children (targeted):</p> <p>All learners are able to access a curriculum underpinned by our values and make effective progress</p>	<p><i>We have made good progress.</i></p> <p>What did we do?</p> <ul style="list-style-type: none"> • Book lending library continues to be available to all families in our nursery entrance area as well as a newly created sustainability station, containing clothing and uniform. A sway has been created to help lost property be reunited with owners. • Learners have benefited from continued opportunities for <i>family learning</i> throughout the year covering Health and Wellbeing, Numeracy, Literacy and Skills. Care and mindfulness have been given to home learning activities to ensure that they do not

<p>through well planned interventions, effective parent partnership and a comprehensive transition programme.</p>	<p>require purchase of resources. The nursery are developing a number of home learning activities that can be sent home with parents to support learning and wellbeing (new baby, listening games etc)</p> <ul style="list-style-type: none"> • Nursery newsletter and blog provides information to all families about available services and supports in local area and nationally. • Positive relationships continue to be built with our families. Through formal and informal meetings, the nursery support the needs of our families by signposting parents to various supports, such as Kidzeco. • Interventions that support and challenge attainment and achievement in Literacy and Numeracy have been planned throughout the year. Pupils and parents have enjoyed the sessions and parents have received follow up activities to support/challenge learning at home. • Our transition programme has supported the transition of learning and wellbeing during the process of moving into nursery or into Primary 1. Identified pupils have received enhanced transition planning and all pupils have access to universal supports such as a social story and video from teacher. <p>Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:</p> <ul style="list-style-type: none"> • Records show that learners are accessing the Lending library almost daily. Between August and December, there are over 192 entries on the register. • 100% of our parents can access and enjoy seeing their child's learning on Seesaw. 64% of our parents think sharing home learning activities on Seesaw would be beneficial to their child's learning.
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<p>3. To improve children and young people's health & wellbeing</p> <p><i>Our measurable outcome for session 2024/25 was to ...</i></p> <p>NIF Driver(s):</p> <p><input type="checkbox"/> School and ELC Improvement.</p> <p><input checked="" type="checkbox"/> School and ELC Leadership</p> <p><input checked="" type="checkbox"/> Teacher and Practitioner Professionalism</p> <p><input checked="" type="checkbox"/> Parental Engagement</p> <p><input checked="" type="checkbox"/> Curriculum and Assessment</p> <p><input checked="" type="checkbox"/> Performance Information</p>	<p><i>We have made very good progress.</i></p> <p>What did we do?</p> <ul style="list-style-type: none"> • We launched our vision and values by introducing these to our children and families. We began to consider how these impact school life to continue to foster belonging and identity across our developing school community. • New learning spaces were established and developed in response to the extension. These spaces were designed to enhance teaching and learning by supporting flexibility, collaboration, and innovation. • We began to embed our shared expectations from the Circle Document into every learning space and breakout area to begin to create the conditions for consistent, values-driven environments. We used features such as our learning walls to visually reinforce these expectations and inspire ongoing reflection and growth. We created opportunities to begin to collaboratively moderate our environments across stages. • We collaborated closely with specialists to gain a deeper understanding of each child's individual needs. This partnership informed more personalized and effective support strategies approaches to feedback across the organization. • We piloted an additional support needs family group designed for parents, carers, and family members. This initiative provided a supportive space to share experiences and access resources tailored to their children's needs. • We consulted with families, children, and staff to gather diverse perspectives on the anti-bullying statement. This collaboration enhanced the Positive Relationships policy, ensuring it was inclusive and reflective of the community's needs. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Children are beginning to describe a stronger sense of identity as our vision and values are introduced across the school community. • Children engage more deeply in learning through flexible, collaborative, and innovative new spaces designed to support their educational experiences.
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	<ul style="list-style-type: none"> Children benefit from increasingly consistent, values-driven environments where shared expectations encourage reflection and growth. Children receive more individualised support that meets their individual needs through improved collaboration between specialists, families, and staff
<p>ELC</p> <p>Improvement in all children and young people's wellbeing:</p> <p>To embed our vision, values and aims into our curriculum and pedagogy so that all learners have opportunities to demonstrate the 4 capacities, lead their learning and be inspired by Froebelian principles.</p> <p>All learners will continue to develop and put into action their understanding of UNCRC and Rights of the Child.</p>	<p><i>We have made good progress.</i></p> <p>What did we do?</p> <ul style="list-style-type: none"> We reviewed our nursery values at the start of the session with pupils, parents and staff. All parent feedback was positive and linked to our values of caring, connectedness and creativity. Staff have worked collegiately to consider our pedagogical principles and have audited the environment and their own practice to highlight examples of Froebelian principles. We have increased learner awareness of our values by introducing teddy 'fawns' to represent each value. Children enjoy playing with these within the nursery and they have been used at Clan Time to support discussions about what our values mean. We have increased parental awareness of our values and the UNCRC through family learning session and branding of communication with nursery values. Embed UNCRC into practice, learning and play and continue to engage with the UNCRC toolkit. Children's voice is celebrated in the nursery. We have taken part in the UNCRC Children's Day and opportunities for learners are encouraged to lead, participate and contribute to the work of the ELC setting, for example helping with ordering snack, voting on books and resources to order, helping to risk assess outdoor areas with staff using our SIMOA elephant teddy. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> 100% of our parents who completed our Health and Wellbeing survey said they enjoyed the Stay and Play session and 88.88% could see Health and Wellbeing throughout our nursery spaces and activities. Parents rated Health and Wellbeing at Calderwood Nursery between 8 and 10 on a scale of 1-10, with an average score of 8.9. Evidence of child voice is reflected throughout planning and UNCRC articles feature in floorbook evidence and planning. Over 75% of pre-school children are green for all aspects of Health and Wellbeing on WLC Tracker data.
<p>4.</p> <p>To improve employability skills, and sustained, positive school-leaver destinations for all young people.</p> <p>Our measurable outcome for session 2024/25 was to:</p> <p>NIF Driver(s):</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> School and ELC Improvement <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information 	<p><i>We have made good progress.</i></p> <p>What did we do?</p> <ul style="list-style-type: none"> We began to learn about and trial approaches to target setting and profiling children's learning. This included engaging with the Digital Pedagogy Officers to further explore Seesaw and the new My World of Work profiling tool from Education Scotland. We discussed this at our staff sessions to provide a shared understanding before consolidating our approaches next session. We developed a consistent approach to connecting key concepts such as meta skills, learning for sustainability, UNCRC, school values, and AiFL. This approach helped integrate these 'big ideas' seamlessly into teaching and learning practices. We continued to develop our approaches to embedding STEM as a key aspect of our curriculum. We held our annual 'Dragons' Den' style event and worked with Pupil Support Workers on modelling opportunities for responsive STEM based learning experiences. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> Children have benefited from experiencing a variety of approached to targeted goal setting and profiling that help track and support their progress effectively. Children experience a more coherent approach where key concepts like meta skills, sustainability, rights, and values are consistently integrated.

	<ul style="list-style-type: none"> Children are increasingly inspired and engage enthusiastically in STEM learning through creative, hands-on opportunities that inspire curiosity, problem-solving, and collaboration
<p>ELC</p> <p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p> <p>All staff will have improved knowledge of Froebel principles and will use this to provide high quality outdoor learning experiences.</p>	<p><i>We have made good progress.</i></p> <p>What did we do?</p> <ul style="list-style-type: none"> Staff conducted audits of our outdoor learning environment and explored Froebel principles such as freedom with guidance and engaging with nature to be further developed. Learners use the outdoor space well most (>75%) children voiced that the swing and tunnel were the parts of the outdoor environment they enjoyed the most. Most staff have engaged in professional reading and dialogue opportunities to learn more about Froebel principles and have watched good practice videos available online. Ideas such as developing the bug hotel have been put into practice. Pupils are given choice at the start of their session for resources they would like outside. Staff are responsive to child interest and daily planning notes. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> Staff completed an Outdoor Learning Audit. 6 areas were in place and working well, 14 areas partially in place and 2 were identified as areas for development. Children making choices and decisions about their play and learning was noted as a task from our auditing process. Self-evaluation of this feature in HGIOELC 3.3 has increased from a rating of 5 to 7 this year. All pupils surveyed agreed that they like their outdoor learning environment.

Attendance and Exclusion Data

- Attendance at our school is good for almost all children, with the school average as 94.86%.
- Absence is monitored monthly, and families work with the leadership team to overcome barriers to regular non-attendance.
- 2 days of learning have been lost to two exclusions.

Effectiveness of the school's engagement with parents and other stakeholders in improvement planning and on reporting school performance.

The Primary and Nursery have good engagement with all our stakeholders. We are privileged to have an interested and proactive parent council who provide excellent support and challenge for the school across a wider range of improvement areas, as well as supporting fundraising to enhance our provision.

Wider Achievements this year have been:

Primary:

- Meet the Champion Event
- Food Bank Collection
- Book Week Scotland
- Halloween Discos
- House Celebrations
- School camp
- Christmas Performances
- Christmas Celebrations
- Scottish Poetry Competition

- Participatory Budget
- If You Were an Engineer Dragons' Den
- If You Were an Engineer Awards Ceremony
- 'Oh What a Knight' show
- British Science Week
- Afterschool Clubs
- Parent Council Fundraisers including Sponsorship Spectacular and Family Photography events.
- Primary 6 Euro Quiz
- Road Safety Roadshow
- Road Safety Parksmart campaign
- Caring Café Citizen Initiative
- Calderwood Community Passes
- Clan Championships (sports day)
- Primary School Glee Competition
- Basketball Team
- Primary 6 Cross Country
- Choir
- Establishing our Values
- Sustainability Station & Calderwood Community Cupboard
- East Calder Gala
- C in the Park

Nursery:

- Reviewing our values (Floorbook)
- UNICEF World Children's Day – 20th November 2024 (Floorbook)
- Participated in World Nursery Rhyme Week - <https://blogs.glowscotland.org.uk/wl/calderwood/2024/11/15/world-nursery-rhyme-week-2024/>
- Limelight Music Project for pre-school pupils (Sway)
- West Lothian Foodbank Harvest Collection - <https://blogs.glowscotland.org.uk/wl/calderwood/2024/10/30/west-lothian-foodbank-collection-2/>
- Carols around the Campfire
- Stay and Play Sessions
- Family Learning Sessions (Health and Wellbeing, Literacy, Numeracy and Skills)
[Family Learning Sway](#)
- **Book Week Scotland**
- **Book Bug Scotland** - <https://blogs.glowscotland.org.uk/wl/calderwood/2024/11/15/november-bookbug-programme/>
- **Maths Week Scotland** - <https://blogs.glowscotland.org.uk/wl/calderwood/2024/09/27/maths-week-scotland-at-calderwood-nursery/>
- [Into P1 transition programme](#)
- [East Calder Gala](#)
- [C in the Park](#)
- [Lost Property Sway](#)
- **Parent Council Fundraiser: Sponsorship Spectacular**

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

How good is our Early Learning and Childcare? The quality indicators* evidence that:

1.3 Leadership of change	Good
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2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equality and inclusion	Good
3.2 Securing children's progress	Good

*(Indicators used in How good is our School? 4th Edition, Education Scotland 2015 and
How Good is Our Early Learning and Childcare? 2016)