

CALDERWOOD PRIMARY SCHOOL IMPROVEMENT PLAN

2025 / 2026



Calderwood
Primary



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Relationships

Relevance

Values

Factors Influencing the Improvement Plan

School Factors

Addressing Action Points identified in school's Self-Evaluation procedures
Cluster Improvement Priorities
Equity Priorities

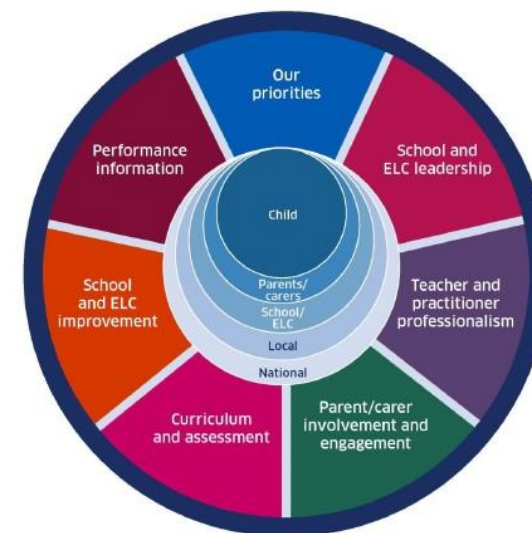
Local Authority Factors

Moving Forward in Your Learning Guidance
Literacy and Numeracy West Lothian Priorities, HWB
Raising attainment, including closing the gap ([West Lothian Raising Attainment Strategy](#))
Transforming Your Council
[Corporate Plan](#)
Education Services Management Plan
West Lothian Parental Involvement and Engagement Framework
Equity Team and additional allocations, Pedagogy Team

National Factors

Coronavirus (COVID-19): Guidance on reducing the risks from COVID-19 in school
Moderation Cycle and Assessment
National Improvement Framework / Scottish Attainment Challenge / National Improvement Hub / Raising Attainment for All
Pupil Equity Funding/Equity Audit
How Good is Our School? 4th Edition and How Good is Our Early Learning and Childcare? National Standard for ELC, Quality Framework for day care of children
Getting it Right for Every child (GIRFEC)
Curriculum for Excellence Refresh
Realising the Ambition
Developing Scotland's Young Workforce
Child Protection Procedures
GTCS professional standards and professional update 2021
Achieving Excellence and Equity 2022: National Improvement Framework and Improvement Plan
Putting Learners at the Centre: Towards a Future Vision for Scottish Education, The Ken Muir report, March 2022.
UNCRC
Presumption to provide education in a mainstream setting 2019

Support for Learning: All our Children and All their Potential (ASL Review) 2020



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Calderwood Primary School Vision, Values and Aims

Our Vision:
Beyond the Dream:
Believing in me, inspiring each other,
achieving together!

Through our Values of:

- Caring
- Resilience
- Integrity
- Belonging



Calderwood
Primary

Our Aims



Grow a cohesive community



Build an aspirational learning environment



Develop an inspirational curriculum



Create excellent learning & teaching





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Calderwood Primary School Curriculum Rationale

How we deliver the 4 Contexts for Learning

Calderwood Curriculum Narrative



Opportunities for personal achievement

- A whole school house/ community system.
- Weekly Calderwood Can certificates for those children who go above and beyond.
- Positive visits to the leadership team and other clans.
- Calderwood Clip Challenge to recognise ready, respectful and safe clans.
- Blue bands and certificates for recognising children who go above and beyond.
- Celebration of wider achievements in clans, across clans and at Calderwood Connects.
- Green bands for recognising children who go above and beyond in the playground and café.
- Whole school events such as Scottish Poetry Recital and Clan Championships.
- As a school we have entered into a range of local and national competitions.
- Programme for extra curriculum activities.
- Profiling approaches through jotters, and Seesaw. Teams to support children's dialogue about their learning journey.
- Connections with wider services, to support children and families.

Interdisciplinary learning

- Interdisciplinary learning linked to building relationships and the building work going on in the local area.
- Whole school IDL focus at times over the session:
- Problem solving/ skills based approach based on the interests of children and clans.
- Links to the responsibility of all curriculum in health and wellbeing, literacy and numeracy.
- IDL based on developing the young workforce and creating connections with our local community.
- Creative learning projects with partnerships.
- Excursions linked to relevant clan learning.

#BeyondtheDream

Ethos and life of the school as a community

- Developed a Calderwood Cares approach with all stakeholders.
- Restorative practice approaches.
- One trusted champion approach.
- Effective and Involved Parent Council.
- Communication strategy.
- Building connections with our local and cluster Primary schools.
- Part of the East Calder Gala.
- School events such as Calderwood Tours and C in the Park.
- Excellent transition programme which reflects the needs of our ever changing community.
- Calderwood Connects is an opportunity to share and celebrate together.
- Opportunity for P4-7 clans to take on a Calderwood Career.
- Active and supportive Parent Council.
- Nurture specific learning spaces.
- Mini Champs, pupil leadership opportunities for every child.
- Primary 5 school show.
- Sharing the learning events for families.

Curriculum areas and subjects

- A curriculum focussed on health and wellbeing, literacy and numeracy, supported by the West Lothian curriculum progression pathways.
- Literacy strategy.
- Numeracy strategy.
- Health and Wellbeing strategy.
- Calderwood Can: Assessment approaches ensuring we meet the needs of all children as they transition into Calderwood.
- Collegiate planning to ensure consistency across clans and progression between stages/ levels.
- 2 hours of quality P.E. each week.
- Termly learning letters shared with families each term.
- Opportunities for outdoor learning.
- Early level curriculum based on play approaches.
- Curriculum specific learning spaces.
- Champions are lead learners in curriculum areas.
- New resources to support learning within curriculum areas.



Our curriculum rationale can be accessed here:



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Contextual Data Analysis and Rationale for 2025/26 School Improvement Plan

a) Background - The context for the learners in your school

The Senior Leadership Team includes a Head Teacher, Depute Head Teacher, Principal Teacher and Acting Principal Teacher who are all committed to demonstrating the school values and achieving the school's vision and aims. Within our school community, 0.32% of our learners live in Quintile 2 according to the Scottish Index of Multiple Deprivation (SIMD). Our SIMD rank is 57 out of 68 WL schools with most pupils living in Quintile 4. 7.95% of learners receive free school meals and 8.74% receive a clothing grant. During the past session there has been a continued focus on inclusive practices and learning feedback. Our staff team know the direction of the school and are committed to change to ensure continuous improvement for all learners.

b) Data to identify the universal and targeted school Improvement Plan Priorities (SIP)

- **CfE – Most** children (75-90%) in P1-P7 achieve expected CfE levels in literacy and numeracy. Universal and targeted approaches in literacy and numeracy enable children to continue to make progress in their learning. In the **majority** of stages, our attainment was consistent or improved from previous levels of attainment. In almost all measures our Benchmarking Improvement Group attainment data is above the West Lothian Average with Calderwood above its comparable schools in identified stages. Our combined P1-P7 attainment for literacy and numeracy for Quintile 2 is **above** the West Lothian average. At identified stages, the attainment of our Q1 children remains a priority in our PEF plan.
- **Early Years Trackers** - Our data shows that by the end of pre-school; **most** children are on track in health and well-being. In Literacy, **most** children are on track in almost all measures with almost all children able to identify their name and some letters and words. In Numeracy most children are on track in almost all measures with almost all learners able to count several objects, match and sort, and repeat a pattern. Syllables and Rhyme in literacy, and 2D/3D shape and recognising small groups of objects without counting remain a focus for targeted work in Primary 1.
- **Wellbeing – Almost all (above 90%) of** learners in our school report positively against 5 out of the 8 the wellbeing indicators with most reporting positively against the remaining 3 indicators. Overall, the highest positive response is against the indicator of nurtured (95%) and active (94%). Primary 5-Primary 7 Ethos Survey responses report that **almost all (92%)** of our learners feel safe at school and report that they have a trusted adult to speak to in school. Our lowest positive response is against the well-being indicator of respected (86%) and our focus on our values and our positive relationships policy will work towards improving this. Our ethos survey indicated that on-going work is still required to continue to review our Positive Relationships Policy and approaches to anti bullying. This will form part of our improvement plan.
- **Engagement** –School ethos survey results report that the majority of pupils from P5-P7 find learning at school enjoyable, the majority of pupils believe staff know their strengths and encourage them to do the best they can. The majority of pupils think staff regularly set targets for their learning and talk to them about how to improve. **Almost all** our families are connected on Seesaw with P4-7 children also engage with Glow 365 tools. In Session 24-25, we saw a very slight increase in overall attendance from the previous session to 94.61% on average for all learners. Our FSM children remain an attendance priority with a drop in attainment to 86.70% for this group of learners. Attendance will continue to be a priority for 2025-26.
- **Other relevant data to our school context** – We have a very diverse school community with 32.69% of our learners having an additional support need. Professional learning for our staff team and supports for our learners to ensure that all our learners make progress and achieve success, remains a key focus for us. Parent ethos survey results report that **most** (78%) parents feel their child is making progress in their learning and **most** (80%) are satisfied with the school.

c) What are our improvement priorities? - Identified SIP priorities informed by the above data (detail in plan below)

We will focus on a review of our Positive Relationships Policy and our approaches to anti bullying in line with the West Lothian priority. Work will continue to ensure approaches to increasing attendance and inclusive practices to supports our learners to be present and participating at school. Improvement work at Cluster level on numeracy and mathematics will continue to develop our pedagogical approaches to teaching numeracy and mathematics through a Building Thinking Classrooms approach. The development and implementation a 3-year curriculum strategic plan with all stakeholders will ensure that our curriculum offer is underpinned by drivers well matched to the needs out our school community.



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Calderwood Primary School- School Improvement Planning for Ensuring Excellence and Equity				
School priorities linked to knowledge and data as identified on previous page	NIF Driver	Proposed actions	Timescale	Measures of Success
<p>Improvement in all children and young people's wellbeing:</p> <p>Learners experience a broad and progressive health and wellbeing curriculum.</p> <p>Whole school and targeted nurturing approaches increase engagement and participation in learning for our learners.</p> <p>Almost all learners are present at school and engaged in learning.</p> <p>Most of or school community feel we reduce the cost of the school day to support learning and engagement.</p> <p>All learners, parents/carers and staff know our school positive relationships policy and use it appropriately to support all of our learners.</p> <p><i>(Placing the human rights and needs of every child and young person at the centre of education)</i></p>	<p>☑ School and ELC Improvement</p> <p>☑ School and ELC Leadership</p> <p>☑ Teacher and Practitioner Professionalism</p> <p>☑ Parental Engagement</p> <p>☑ Curriculum and Assessment</p> <p>☑ Performance Information</p>	<p>Health and Well-Being Quality Improvement Group:</p> <ul style="list-style-type: none"> Refresh Health and Well Being curriculum overview considering the breadth of the health and well-being outcomes and experiences and opportunities for depth of learning across all organisers. <p>Implementation of a targeted Nurture provision including:</p> <ul style="list-style-type: none"> support to implement appropriate trauma informed practices providing advice and guidance to families supporting Professional Learning tracking of pupil's well being <p>Attendance Quality Improvement Group:</p> <p>Identify and implement new approaches with all stakeholders and increased use and analysis of data to:</p> <ul style="list-style-type: none"> Increase attendance of all learners Increase attendance of Q1 and FSM learners <p>Review school and cluster approaches to reducing the cost of the school day (COSD).</p> <p>COSD improvement group to work on the top three priorities as identified in the September COSD audit.</p> <p>Review and refresh of our Positive Relationships Policy with all stakeholders including:</p> <ul style="list-style-type: none"> Embedding of values Anti-bullying statement Equalities and diversity statement 		<p>Quality improvement activities of forward plans indicate that learners are experiencing the breadth of the HWB curriculum across Early-Second level.</p> <p>Individual approaches to tracking will demonstrate an increase for targeted learners in their participation and engagement at school.</p> <p>Individual attendance level tracking evidence improvements over time for targeted learners.</p> <p>By May 2026, attendance for all learners will be above May 2025 levels (baseline 94.69%).</p> <p>By May 2026, attendance levels for FSM learners will be above June 2025 levels (baseline 86.70%).</p> <p>Parent ethos survey will report most (over 75%) parents/carers feel the school has helped to reduce the cost of the school day (baseline 67.06%).</p> <p>May 2026 FORM results indicate that the school has helped to reduce the top three identified school costs from the September 2025 survey responses.</p> <p>In learning conversations, almost learners will be able to talk about the school values and how we can see them in action in our school.</p> <p>By May 2026, most P5-P7 pupils report that the school deals well with any issues of bullying.</p> <p>By May 2026, most parents/carers/pupil report that they feel the school deals with any bullying (baseline 73%).</p>



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<p>Raising attainment for all, particularly in literacy and numeracy(universal):</p> <p>All learners' experience breadth, depth and progression in learning in Literacy and English.</p> <p>All learners' experience breadth, depth and progression in learning in Numeracy and Mathematics.</p> <p>All learners' experience numeracy and mathematics learning that challenges their thinking through problem solving.</p> <p>All staff have consistent approaches to learning and teaching which impact positively on learners.</p> <p>Assessment approaches inform pace and challenge in learning for all learners.</p> <p><i>(Placing the human rights and needs of every child and young person at the centre of education)</i></p>	<p>☑School and ELC Improvement</p> <p>☑School and ELC Leadership</p> <p>☑Teacher and Practitioner Professionalism</p> <p>☑Parental Engagement</p> <p>☑Curriculum and Assessment</p> <p>☑Performance Information</p>	<p>Literacy Quality Improvement Group:</p> <ul style="list-style-type: none"> Create guidance for all staff on literacy at Calderwood PS. Use WL Literacy and English Strategy to audit current provision and identify next steps for improvement for 2026/27. <p>Numeracy Quality Improvement Group:</p> <ul style="list-style-type: none"> create a mathematics progression for Numeracy and Mathematics to ensure progression and pace. Use WL Numeracy and Numeracy Strategy to audit current provision and identify next steps for improvement for 2026/27. <p>Develop shared understanding of Building Thinking Classrooms (BTC) to improve learner engagement in numeracy and mathematics through:</p> <p>Professional Learning for Lead Learner and Acting Principal Teacher</p> <p>Professional Reading for all teaching staff with a focus on:</p> <ul style="list-style-type: none"> Learning tasks Collaborative groups Use of vertical surfaces <p>Cluster collaboration at second level with a focus on:</p> <ul style="list-style-type: none"> Rich tasks Progression from second to third level Informed assessment practices <p>Update of Learning and Teaching Policy to ensure:</p> <ul style="list-style-type: none"> Identification of negotiable learning and teaching pedagogy to increase learner engagement. Consistent use of high-quality learning tasks and feedback Consistent approaches to summative assessment that inform pace and challenge 	<p>Oct 2025- Feb 2026</p>	<p>Quality improvement processes indicate that staff know the minimum expectations and core resources and approaches to teaching literacy that impacts on learner's experiences.</p> <p>Quality improvement processes indicate that staff know the minimum expectations and core resources and approaches to teaching numeracy and mathematics that impacts on learner's experiences.</p> <p>Pre (September 2025) and post (May 2026) teacher questionnaire evidence an increase in the understanding of the pedagogy and practices of Building Thinking Classrooms.</p> <p>Me as a Learner pre (September 2025) and post questionnaire (May 2026) evidence learners have an increased understanding of themselves as a learner of numeracy and mathematics in P5-P7.</p> <p>Quality Improvement processes including learning conversations evidence impact of problem solving approaches, mixed groupings and use of vertical surfaces on learner engagement in numeracy and mathematics.</p> <p>Cluster quality improvement activities evidence in increase in professional dialogue, use of rich learning tasks at P5 and identification of quality assessment activities in an area of numeracy.</p> <p>Quality Improvement activities indicate an improvement in consistent implementation of non-negotiable learning and teaching practices.</p>
<p>Tackling the attainment gap between the most and least advantaged children (targeted):</p> <p>Achieve equity for Quintile 1 and 2 learners through a programme of targeted and intensive interventions.</p>	<p>☑School and ELC Improvement</p> <p>☑School and ELC Leadership</p>	<p><i>'All West Lothian schools are committed to continuously developing their approach to ensure equity and tackle the poverty related attainment gap. Each school's PEF Summary provides an overview of their approach and an outline of how Pupil Equity Funding is being used to</i></p>		<p>Documented in PEF Plan</p>



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<p><i>(Placing the human rights and needs of every child and young person at the centre of education)</i></p>	<p>☒Teacher and Practitioner Professionalism</p> <p>☒Parental Engagement</p> <p>☒Curriculum and Assessment</p> <p>☒Performance Information</p>	<p>provide a range of universal and targeted approaches and interventions.</p> <p>Please follow this link to view our PEF Summary and find out more about our use of Pupil Equity Funding.'</p>		
<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p> <p>All learners will be able to identify key learning, identify next steps and evidence progress through their profile.</p> <p>Almost all learners will be able to tag the most appropriate skills in their profile and link these to learning.</p> <p>Our curriculum is underpinned by drivers well matched to the needs out our school community and learners are increasingly having the opportunity to lead their own learning.</p> <p><i>(Placing the human rights and needs of every child and young person at the centre of education)</i></p>	<p>☒School and ELC Improvement</p> <p>☒School and ELC Leadership</p> <p>☒Teacher and Practitioner Professionalism</p> <p>☒Parental Engagement</p> <p>☒Curriculum and Assessment</p> <p>☒Performance Information</p>	<p>All P4-P7 learners will use the My World of Work platform to profile learner successes and will be supported through learner conversations to identify their next steps.</p> <p>All P1-P3 learners will use Seesaw to highlight learning and will be supported through learning conversations to identify their next steps in learning.</p> <p>Guidance on minimum profiling expectations will be developed to ensure consistency and parity of entries for pupils and parents/carers.</p> <p>Review and update of curriculum rationale through a service design approach with all stakeholders including;</p> <ul style="list-style-type: none"> • Prioritising of curriculum development over the next three years (creation of a curriculum strategic plan) • Implementation of meta-skills SDS toolkit resources from Early-Second Level 		<p>Quality Improvement activities will evidence:</p> <ul style="list-style-type: none"> • all children are documenting learning across the curriculum on Seesaw or MWOW profile. • almost all learners are identifying next steps in learning independently or supported through learning conversation. • All profiles reflect the agreed minimal expectations for profiling. <p>Service design process of discover, define, develop and deliver will be captured in a separate SWAY to evidence actions, impact and review cycle.</p>



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