# landscapeA4SQRCover

The summary report is provided for parents/careers and partners to outline our achievements this session and our priorities for next session. Throughout this session we have taken forward our priorities as detailed in our school improvement plan. Through our processes of self-evaluation, we have identified how we can improve outcomes for our children and young people.

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|  | **Our achievements and improvements this year.** |
| We would like to highlight the following improvements/achievements:   * Excellent family engagement with digital and home learning throughout periods of lockdown restrictions which have since continued to support class learning. Connection with families during lockdown periods was extremely high and beneficial to all. Remote learning Policy was established. This included videos for learning, live TEAMs sessions and delivery of learning packs * Children’s learning and rich experiences have been shared through school displays, Twitter and Seesaw. * All staff are supporting approaches to children’s understanding of rights, UNRC, with shared aspirations reflecting the change of culture. * All staff endeavour to promote literacy and numeracy indoors and outdoors which provide support, breadth and challenge. * All staff have undertaken training in Trauma Awareness to support recovery, reconnection and resilience. * Challenge Leader of learning in Numeracy has developed pupil and staff skills in concrete, pictorial and abstract strategies and acquisition of resources which has driven forward our attainment and achievement in numeracy. * Our leader of learning for Tapestry: Making Thinking Visible, has empowered staff to allow children to develop creativity and thinking skills and access higher order questioning. * Our leader of learning for Tapestry: Learning Organisations, has promoted team learning and a culture of professional collaboration within school to inspire a culture of trust, learning, inquiry, exploration and innovation to support and impact positively on staff wellbeing and pupil outcomes. * We received an outstanding Digital Schools Award with staff and children leaders (Digitechs) * Professional learning has been exponential especially with regards to technology, sustainability, supporting children’s needs and numeracy * Nurture principles have been fully embedded across the whole establishment. We are a nurturing school and children benefit from this enhanced provision. * Emotion Works has been fully embedded from Nursery to P7 to allow children to identify emotions and behaviours whilst providing strategies for all. * Our Science, Technology, Engineering and Maths (STEM) Ambassador delivered professional learning to all staff and children benefited from enhanced teaching and learning with funded resources. This enhanced our P7 STEM Young Leader programme. * We have experienced increased partnerships in our learning community and nationally for STEM. * Every classroom has had and an employability and creativity focus. * We have developed leadership at all levels, staff and pupils, to enhance learning, knowledge, skills and confidence. This has included nine children’s working parties, House Captain videos, maths Ninja’s and workshops. * Following HMIE feedback all action points have been achieved to enhance learning and school experiences. * There has been a high focus on moderation of numeracy, involving planning, teaching and learning which has developed shared agreement of next steps and achievement of a level. * Achievement and attainment for literacy and numeracy was increased for this session following successful interventions. * In our nursery class we have children who are happy and secure within the outdoor play spaces, exploring new ways to learn in different environments. * Nursery staff have all now undertaken champion roles and individual responsibilities in driving forward initiatives in line with our improvement plan i.e. Literacy, Numeracy, Science, Technology, Engineering and Maths and earning for Sustainability. * Targeted support for progression and planned next steps for learning. * Daily check-ins with parents and families to support children’s and family needs. * Links to language services to ensure equity for all-supporting children with home language, culture and learning English. * Outdoor clothing provided for very child to allow access to a broad range of engaging and challenging learning experiences. * Following leader of learning support all staff have highly supported literacy and numeracy indoors and outdoors and provided support and challenge for our children in line with Glasgow’s Improvement Challenge * Staff have planned effectively and according to children’s interests, age, stage and curiosity. |

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|  | **Here is what we plan to improve next year.** |
| * Raising attainment and achievement in Literacy and Tools for Writing through GIC Glasgow Literacy for all, including exploring and developing pedagogy and equity across all stages. * Health and Wellbeing throughout whole school and nursery with nurturing approaches and increased participation in physical activity including personal and targeted support. Develop Restorative Practices, whole school Emotion Works, Rights Respecting Schools Silver Status in line with UNRC and promoting positive behaviour. * Interdisciplinary Learning (IDL), Science, Technology, Engineering, and Maths (STEM) integrated with Literacy through consistent planning and assessment resources, developing pedagogy and continued Glasgow Improvement Challenge (GIC) interventions supported by Literacy for All. * Improve awareness of sustainability and climate change (COP26), employability skills and sustained Developing our Young Workforce (DYW) with positive school leaver destinations for all of our young people. * Improve family engagement by increasing involvement with Parent Council, school activities, class and home learning. We hope to do this by encouraging families to attend school events, ensure all families have digital access to Seesaw, volunteer skills in line with Developing our Young Workforce and encouraging families to attend workshops in line with our school improvement agenda. |

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|  | **How can you find out more information about our school?** |
| Please contact us directly if you require further information or if you wish to comment on the report.  The contact e-mail address is: [Headteacher@caldercuilt-pri.glasgow.sch.uk](mailto:Headteacher@caldercuilt-pri.glasgow.sch.uk) or  [Headteacher@Caldercuilt-Nursery.glasgow.sch.uk](mailto:Headteacher@Caldercuilt-Nursery.glasgow.sch.uk)  Our telephone number is: 0141 945 0633  Our school address is: Caldercuilt Primary School and Nursery Class  101 Invershiel Road, Glasgow, G23 5NR  Further information is available in: newsletters, Twitter, the school website, and the school handbook  @Caldercuilt  http://www.caldercuilt-pri.glasgow.sch.uk/ |