

# Establishment Name

## Standards & Quality Report

### Session 2024 – 2025

This summary report is provided for parents/carers and partners to outline our achievements and improvements during session 2024 - 2025 and to share our improvement priorities for 2025 - 2026. Throughout last session we took forward our improvement priorities as detailed in our school improvement plan. Using our approaches to self-evaluation, we have detailed in this report the impact of our work and identified how we plan to continue to improve outcomes for our children and young people.

The context of the school
<p>Caldercuilt Primary School and Nursery Class are located within Summerston, Northwest of Glasgow. Our establishment provides a welcoming and friendly environment, which celebrates the diversity of our community. We are a nurturing school where everyone feels safe, happy and valued and all children are supported to reach their full potential. This is achieved through working together with children, their families and the community, based on a shared sense of direction.</p> <p>Our Values are <b>Respect Honesty Responsibility Cooperation</b></p> <p>Our Motto is <b>‘Dream it, Believe it, Achieve it’</b></p> <p>We are a co-educational and non-denominational establishment where our nursery class teaches age 3 to 5 years, and our school teaches P1-7. We have a core nurture room called Sunnybrook Station. Our current school roll is 158, children (61% male and 39% female) across seven straight primary classes. Our current nursery roll is 36 children across morning and afternoon sessions offering 600 hours. We have an active and supportive parent council who work closely with us and fundraise actively. Caldercuilt benefits from engagement with external organisations supporting our curriculum, inclusion and wider experiences offered to our children. Our catchment secondary school is Cleveden Secondary School, and we work closely with them and all Early Years and Primary establishments in our Learning community.</p>
Our achievements and improvements 2024 – 2025
<p><b>Developments – Leadership of Change (QI 1.3)</b></p> <p>Our vision and values continue to guide our work and are evident across the school. Leaders, staff, and pupils consistently model these values, which has created a strong culture of collaboration and shared responsibility for improvement.</p> <p>Pupil leadership has been particularly impactful, with children contributing meaningfully through initiatives such as the Children's Working Parties, the development of our library space, and anti-racism projects. These opportunities have increased pupil confidence and ensured learner voice directly shapes school improvements.</p> <p>Staff have engaged in high-quality professional learning, including training in vicarious trauma, nurture-based health and wellbeing, and moderation in literacy and numeracy. This has strengthened consistency of practice and improved staff confidence. Our self-evaluation processes are now embedded and directly inform priorities, resulting in clear improvements in writing, literacy, and assessment approaches.</p> <p><b>Developments in Learning, Teaching and Assessment (QI 2.3)</b></p> <p>Positive relationships and inclusive practices underpin learning across the school. Staff share a strong understanding that all behaviour is communication and apply nurturing approaches consistently. Learner engagement is increasing, with pupils demonstrating growing confidence in numeracy and literacy. Surveys and classroom observations show that pupils are taking pride in their learning, particularly in reading and numeracy.</p> <p>We have established consistent approaches to planning and assessment, including a 4-week writing cycle and regular moderation, which ensure high-quality learning experiences and reliable assessment judgements. Pupils are also increasingly leading learning, for example as paired reading tutors and through anti-racism projects, which has built their confidence and leadership skills.</p> <p>Digital learning and purposeful outdoor opportunities are now embedded across the curriculum. These, alongside family learning activities such as Book and Blether, have strengthened links with parents and enriched learning experiences for pupils.</p> <p><b>Progress in Promoting Wellbeing, Equality and Inclusion (QI 3.1)</b></p> <p>Wellbeing, equality, and inclusion remain at the heart of our work. Staff and pupils feel supported and valued, with strong nurturing approaches and respectful relationships in place. All staff demonstrate a secure understanding of wellbeing indicators, and these guide the setting of appropriate, measurable targets for children. Interventions are carefully tracked to ensure progress and impact. Families are actively engaged in school life through Stay and Play, Bookbug, and themed cultural days. Parents consistently report that they feel welcomed and included, and these initiatives have strengthened home–school</p>

relationships. Children with additional needs are supported effectively, with inclusive practices reducing barriers to participation. Statutory responsibilities are fully met, and risk assessments are robust.

### Progress in Raising Attainment and Recognising Achievement (QI 3.2)

Attainment in literacy and numeracy continues to rise across all stages. PM Benchmarking data and teacher professional judgements show significant improvements, with pupils receiving targeted support through Pupil Equity Funding (Child Development Officer) making strong progress.

The majority of learners are making good progress from their prior learning, and attainment gaps are closing for many pupils affected by disadvantage. Staff use robust assessment and moderation approaches to track progress, and they report increasing confidence in their judgements.

Wider achievements are celebrated across the school, including Book Bletcher showcases and Careers Café events, which have raised children's aspirations and built pride in their learning.

Equity remains a clear focus, with targeted interventions ensuring all pupils can participate fully in learning.

Evidence shows that most pupils accessing interventions are now on track in reading and numeracy.

### Attendance and Exclusion data

This year our attendance across the school was 93.6%.

Attendance data for each stage was:

Stage	P1	P2	P3	P4	P5	P6	P7
Attendance %	94.9	93.5	91.1	93.3	95.1	92.5	95.0

This session we had one exclusion.

### Our improvement plan priorities 2025 – 2026

#### School Improvement Challenges:

**Challenge 1:** Improve levels of achievement and rates of progress (Achievement & Progress: Adaptive Teaching).

**Mission** Improved teaching practice through describing and demonstrating how all learners are challenged and engaged in their learning regardless of their skill level, thus helping them achieve academic success.

**Challenge 2:** Develop our curriculum to meet the needs of our school community (Networked learning organisation: Active & collaborative Learning).

**Mission** Develop shared understanding and application of the Broad General Education through Active and Collaborative Learning. Continue learning in Spanish and adaptive teaching strategies to ensure all children in Cleveden learning Community are receiving consistent and high-quality learning experiences.

**Challenge 3:** Build high quality, inclusive practices, improving overall learner outcomes (Engagement, Participation and Inclusion).

**Missions** Increasing staff and pupil awareness and understanding of ability and disability.

Increasing family/community awareness and understanding of Anti-racism and racial literacy.

Continue with robust CLPL for LCFE accreditation empowering high quality support enabling all children to achieve success within our nursery class.

### How Good Is Our School 4 Quality Indicator (QI)

### Evaluation

Leadership of Change (QI 1.3)

Very Good

Learning Teaching and Assessment (QI 2.3)

Good

Ensuring Wellbeing Equality and Inclusion (QI 3.1)

Very Good

Raising Attainment and Achievement (QI 3.2)

Satisfactory to Good

### How to find out more about our school

Contact us directly if you require further information or if you wish to comment on this report.

Our contact e-mail address is: [headteacher@caldercuil-pri.glasgow.sch.uk](mailto:headteacher@caldercuil-pri.glasgow.sch.uk)

Our telephone number is: 0141 9450633

Our school address is: Caldercuil Primary School & Nursery Class, 101 Invershiel Road, Glasgow, G235NR

Further information is also available in our:

- Newsletters emailed out regularly
- Our school website: [https://blogs.glowscotland.org.uk/gc/caldercuil/?page\\_id=194](https://blogs.glowscotland.org.uk/gc/caldercuil/?page_id=194)
- Our Bluesky feed: [@caldercuil.bsky.social](https://bsky.app/profile/caldercuil.bsky.social)
- Our X feed (formerly Twitter): [@Caldercuil](https://twitter.com/Caldercuil)
- Our school handbook: <https://www.glasgow.gov.uk/index.aspx?articleid=18091>