

Caldercuil Primary School

Standards & Quality Report

Session 2025 – 2026

This report is for parents, carers and partners. It summarises what improved for children during 2025–26, the evidence we used and what we will work on next. It draws on children’s views, family feedback, staff reflection, visits to learning, assessment, wellbeing information and progress data.

The context of the school
Caldercuil serves the Summerston community providing education from age three to Primary 7. We are a welcoming, nurturing and inclusive school where children are supported to feel safe, valued and ready to learn. During 2025–26 there were 163 primary pupils. Our community is diverse: 47.8% of pupils needed additional support with learning, 27% were bilingual, 22.7% lived in SIMD Quintile 1 and 28% were entitled to free school meals. We consider these different needs together so that staffing, resources and targeted support reach the children who will benefit most. We work closely with families, our Parent Council, Clevedon Learning Community and a wide range of partners to support learning, wellbeing, transitions and wider achievement.
Our achievements and improvements 2025 – 2026
Leading improvement Children and staff increasingly helped lead change. Pupil groups influenced wellbeing, children’s rights, anti-racism, Eco work and school events. Staff led improvements in literacy, numeracy, digital learning, inclusion and STEM. Two staff led professional enquiry into teaching and learning to support pupils in P2 and P5. Three staff members engaged in Education Scotland professional learning and undertook a collaborative professional enquiry focused on developing and improving approaches to early reading. Evidence and approaches were shared with all staff. Key achievements at a glance Caldercuil achieved all five Education Scotland STEM Nation Awards; 78% of pupils joined a lunchtime or after-school club; 100% of pupils involved in the Culture Café said they felt represented and wanted similar events again; and strong evidence was gathered towards the Rights Respecting Schools Silver Award. All pupils in the P4 maths group improved from their starting point, all targeted P4 and P7 writing pupils achieved their intended level, and all targeted P7 wellbeing pupils achieved their goals. Learning and teaching Staff strengthened how they adapt learning for different needs. All teachers took part in professional learning and checked standards together, including work on bilingual learners, writing and Glasgow’s approaches to teaching. Almost all children were highly engaged. Digital, outdoor, play and STEM learning supported curiosity, creativity and problem solving. Almost all teachers regularly used Showbie, and all pupils in P5-7 had access to Magma Maths. Wellbeing, equality and inclusion Almost all children said they felt safe, enjoyed school and worked well with others; all said they had friends and that teachers recognised what they did well. Every child completed two wellbeing check-ins, followed by conversations and support where needed. Nurture groups, Emotion Works, calm spaces and family support helped children build confidence, friendships and emotional skills. All children received their full PE entitlement. Family partnerships Families contributed to wellbeing and support planning. Bookbug attendance was 95% in P1, 88% in P2 and 85% in P3, and almost all families attended P1 induction and transition events. Every family approached about targeted wellbeing or numeracy support agreed to their child taking part. Most families attended Read Write Counts (P2) and staff led parent workshops to support home school links throughout the year. Progress, attainment and achievement Most children made good progress. Targeted maths, writing and wellbeing groups showed clear improvement, and April tracking showed strong gains in P1 and P4. Wider achievements in learning, sport, culture, leadership and the community were recognised through weekly celebration assemblies. All pupils are aware of their targets and next steps and have an active voice within their class and improvement across the school. Final June attainment P1: Literacy 70 %, Numeracy 87% P4: Literacy 85 %, Numeracy 88% P7: Literacy 77%, Numeracy 85% Overall, most children continue to achieve expected levels in literacy and numeracy, with improved attainment in numeracy at P1 and P4 and in literacy at P4; however, literacy at P1 and attainment in both literacy and numeracy at P7 remain areas for continued improvement. Pupil Equity Funding mainly paid for early help from a Child Development Officer (CDO) and targeted literacy, numeracy and wellbeing support. Six-weekly checks showed improved confidence and progress, helped us adjust support quickly and kept resources focused on children experiencing disadvantage.
Attendance and Exclusion data
Attendance was 92%, down from 93.2%. This was strongly affected by a few exceptional cases involving children who moved away but had not yet registered elsewhere. We continue to work closely with families to reduce persistent absence. Exclusions: 0

Our improvement plan priorities 2026 – 2027

1. Better assessment

We will agree a consistent approach across the school so children can show not only what they know, but how well they can use and explain their learning. Children will have more meaningful choice, reflect on their work and identify their next steps. Staff will plan and check assessment together, so expectations are clear and fair.

2. Stronger numeracy teaching

We will use Glasgow's new numeracy framework consistently in every class. Staff learning and shared planning will strengthen mathematical talk, questioning, practical materials, reasoning and appropriate challenge. We aim to improve overall numeracy attainment by at least three percentage points and help targeted pupils make faster progress.

3. Wellbeing and children's rights

We will refresh emotional check-ins and Emotion Works, strengthen nurture and targeted support, train buddies and playground leaders, and help children resolve difficulties respectfully. Pupil groups will have a stronger voice in improvement. We will continue work towards the Rights Respecting Schools Silver Award and seek improvement in children's feelings of safety, belonging and participation.

4. Everyone belongs

Through staff learning, classroom resources, visitors, assemblies and pupil leadership, children will learn about and celebrate different families, cultures, identities and disabilities. We will strengthen LGBTQ+ inclusion, disability inclusion and anti-racism so that every child feels represented, respected and able to participate fully.

Maintaining strong practice

We will continue consistent phonics teaching, digital and outdoor learning, STEM, wider achievement and six-weekly review of targeted support. We will track children's independence, creativity and transferable skills alongside literacy and numeracy.

Refreshing our vision, values and aims

Children have already shared their views. At the start of 2026–27, parents, carers and staff will be invited to complete anonymous surveys. We will bring everyone's ideas together so our refreshed vision, values and aims reflect the strengths, ambitions and changing needs of our whole community. We will blend this information into an updated Curriculum Rationale

How we will know

We will know we have succeeded by using children's work and views, family and staff feedback, visits to learning, moderation, attendance, wellbeing information and attainment data. We will focus on the difference our work makes for children, not simply whether activities took place.

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)

Very Good

Ensuring Wellbeing Equality and Inclusion (QI 3.1)

Very Good

Raising Attainment and Achievement (QI 3.2)

Good

How to find out more about our school

Contact us if you would like more information, need this report in another format or language, or wish to comment on our work and priorities.

Email: headteacher@caldercuilt-pri.glasgow.sch.uk

Telephone: 0141 945 0633

Address: Caldercuilt Primary School & Nursery Class, 101 Invershiel Road, Glasgow, G23 5NR

Website: <https://blogs.glowscotland.org.uk/gc/caldercuilt/>

You can find out more through our school handbook, regular newsletters, website and full School Improvement Plan. Families will also receive information about the vision, values and aims consultation at the beginning of the new session.

Thank you to our children, families, staff and partners for helping Caldercuilt continue to improve.