

Calderwood Primary

Validated Self Evaluation Report

October 2021



Analysis of School's Current Position

The purpose of the Validated Self-Evaluation was to consider the process of transition that has taken place since the school appointed the Headteacher to Calderwood until the school's opening in September 2021.

Key Strengths

- The newly appointed Head Teacher is demonstrating strong leadership and, with the support of the school's Principal Teacher, is establishing a strong culture of empowerment that supports and enables effective distributed leadership.
- The School Leadership Team has developed strong, effective relationships with all stakeholders. Throughout the transition process, clear and comprehensive communication across a range of platforms to parents and partners, including information evenings for parents/carers on Skype for Business and through regular Twitter updates, has ensured a transparent and collaborative shaping of the school's identity and maintained that all key information has been available to all stakeholders.
- The innovative, comprehensive and creative *Into Calderwood* and *In Calderwood* transition programmes enabled children and families to participate in a range of effective transition activities, such as the *Calderwood Hunt to Find the Stag*, despite Covid restrictions. The impact of these programmes ensured children were happy, safe, included and ready to achieve in their new school environment.
- Throughout the transition process, there has been a strong focus on ensuring a high level of social and emotional support for all children. Enhanced transition approaches were implemented by the School Leadership Team and Support for Learning Teacher to ensure a smooth and equitable transition for those children with additional support needs. The Head Teacher worked in close partnership with cluster schools to share all relevant information for pupils establishing a smooth transition for all children.
- A robust and comprehensively planned structure is in place to focus on continuity of learning. The established West Lothian Curricular Progression Pathways, Tracking, Monitoring and Profiling systems along with a robust recruitment process from within the authority are also ensuring a smooth transition and continuity of learning entitlements for all pupils.
- All stakeholders are playing an active role in the ongoing development of the dynamic, new state of the art school environment. Pupil and parent voice have been strong contributing factors from the beginning in establishing the use of space which, in turn, is creating a unique Calderwood learning community.

School's Identified Areas for Improvement

- The commitment to ensuring effective transition into Calderwood Primary School will now enable the School Leadership Team to focus on establishing highly effective and consistent approaches to Learning, Teaching and Assessment. The Head Teacher and Principal Teacher, in collaboration with the wider staff team, have developed a very clear plan for these next steps that will ensure an ongoing focus on raising literacy and numeracy attainment for all learners.
- The school community now has the opportunity to develop an agile, courageous curriculum that takes account of the uniqueness of the school community and builds on the values and relationships that have been established throughout this successful transition period. In full collaboration with all stakeholders, Calderwood now enters an exciting next stage that will see the development of a curriculum that provides relevance, excellence and equity to all children within its learning community.