

Calderwood Primary SCHOOL IMPROVEMENT PLAN

2023 / 2024



Calderwood
Primary



Courage

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

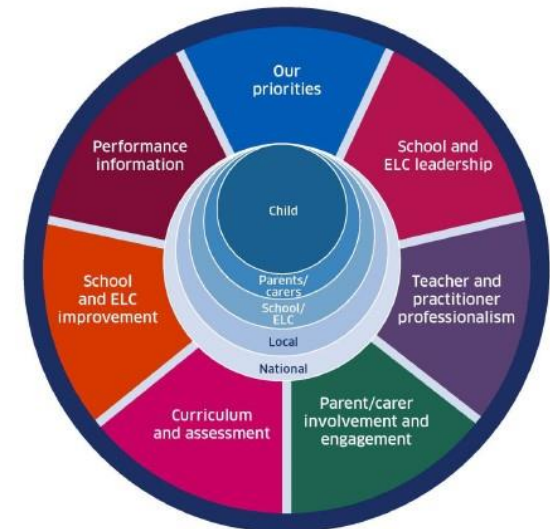
Local Authority Factors

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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Vision, Values and Aims

As we explore our vision, values and aims as a whole community;

Our current vision is: Beyond the Dream

Our current values are: relationships, courage, relevance and values.

Our Calderwood vision – [video link here](#).

Creating Calderwood – [video link here](#).



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Relevance

Values

A dream you dream alone is only a dream, a dream you dream together is a reality.

Calderwood Curriculum Narrative

#BeyondtheDream



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.
- 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.

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.

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.

Curriculum areas and subjects

- A recovery curriculum focussed on health and wellbeing, literacy and numeracy, supported by the West Lothian recovery curriculum road maps.
- [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.](#)



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Relationships

Relevance

Values

Contextual Data Analysis and Rationale for 2023/24 School Improvement Plan

Background - The context for the learners in your school

Calderwood Primary (and ELC) serves the community of Calderwood, within East Calder. Calderwood Primary opened in August 2021, firstly, hosted in East Calder and Mid Calder Primary Schools. The building officially opened in September 2021. Our ELC opened in October 2021. Our new state of the art primary and nursery provides non-denominational education for 482 primary and 135 nursery children. We currently have 22 clans (classes) with teacher champions, a support and challenge champion, 6 pupil support work champions, an admin and 2 clericals. The senior leadership team consists of a Head Teacher, a Depute Head Teacher and 3 Principal Teachers. Within our ELC, we have 3 Early Years Officers, Early Years Practitioners and Pupil Support Worker Champions.

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

Achievement of a Level as at June 2023

Stage	Roll	Reading	Writing	Listening & Talking	Literacy	Numeracy	Maths
P1	86	89.53%	84.88%	93.02%	81.40%	86.05%	94.19%
P4	47	91.49%	87.23%	100.00%	85.11%	89.36%	95.74%
P7	17	82.35%	70.59%	94.12%	70.59%	64.71%	76.47%
P1,4,7 combined	150	89.33%	84.00%	95.33%	81.33%	84.67%	92.67%

H&WB Stage Analysis - RAG Status

	Pupils	Red	Amber	Green
P1	86	1.02%	1.02%	97.97%
P2	85	1.76%	8.24%	90.00%
P3	74	0.34%	4.90%	94.76%
P4	46	1.63%	13.04%	85.33%
P5	43	0.58%	14.24%	85.17%
P6	33	1.52%	14.02%	84.47%
P7	16	0.78%	10.16%	89.06%
School	383	1.11%	7.80%	91.09%

Engagement & Wellbeing data as at June 2023

RAG Analysis of Track 4 Engagement Data Submitted in June 2023																					
Stage	Roll	Reading				Writing				Listening & Talking				Numeracy				Mathematics			
		%G	%A	%R	%N/A	%G	%A	%R	%N/A	%G	%A	%R	%N/A	%G	%A	%R	%N/A	%G	%A	%R	%N/A
P1	86	90.70%	6.98%	2.33%	0.00%	88.37%	10.47%	1.16%	0.00%	86.05%	12.79%	1.16%	0.00%	84.88%	13.95%	1.16%	0.00%	88.37%	10.47%	1.16%	0.00%
P2	85	87.06%	12.94%	0.00%	0.00%	83.53%	12.94%	3.53%	0.00%	82.35%	17.65%	0.00%	0.00%	84.71%	15.29%	0.00%	0.00%	85.88%	14.12%	0.00%	0.00%
P3	74	89.19%	10.81%	0.00%	0.00%	83.78%	14.86%	0.00%	1.35%	89.19%	10.81%	0.00%	0.00%	91.89%	8.11%	0.00%	0.00%	91.89%	8.11%	0.00%	0.00%
P4	47	95.74%	4.26%	0.00%	0.00%	87.23%	12.77%	0.00%	0.00%	91.49%	8.51%	0.00%	0.00%	93.62%	6.38%	0.00%	0.00%	95.74%	4.26%	0.00%	0.00%
P5	44	95.45%	0.00%	4.55%	0.00%	95.45%	0.00%	4.55%	0.00%	93.18%	2.27%	4.55%	0.00%	95.45%	2.27%	2.27%	0.00%	95.45%	2.27%	2.27%	0.00%
P6	33	96.97%	3.03%	0.00%	0.00%	96.97%	3.03%	0.00%	0.00%	100.00%	0.00%	0.00%	0.00%	96.97%	3.03%	0.00%	0.00%	96.97%	3.03%	0.00%	0.00%
P7	17	94.12%	5.88%	0.00%	0.00%	76.47%	23.53%	0.00%	0.00%	94.12%	5.88%	0.00%	0.00%	88.24%	11.76%	0.00%	0.00%	88.24%	11.76%	0.00%	0.00%
P1-P7 Combined	386	91.45%	7.51%	1.04%	0.00%	87.31%	10.88%	1.55%	0.26%	88.86%	10.36%	0.78%	0.00%	89.64%	9.84%	0.52%	0.00%	90.93%	8.55%	0.52%	0.00%



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Calderwood Primary

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>All stakeholders will have a clear understanding of the vision, values and aims of the school, supported by the Positive Relationships Policy, and will experience a values centred ethos and curriculum.</p> <p>(Placing the human rights and needs of every child and young person at the centre of education)</p>	<input type="checkbox"/> School and ELC Improvement. <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information	<ul style="list-style-type: none"> - Consultation with children, staff, families and the wider Calderwood community to review existing vision and to establish shared values and aims for the school. - Review positive relationships policy and agreed strategies with children, staff and families, in response to values agreed. - Embedding of school routines to support children with being ready, respectful and safe. - Provide staff professional learning on nurturing classrooms approaches and implement key aspects across the school. - Further develop nurturing and purposeful learning spaces in all clans and spaces across the school. - Review the Health and Wellbeing curriculum to ensure coherence and progression from early to second level. 	<p>Term 2 & 3</p>	<p>Almost all children/staff/families will be able to describe their involvement in identifying the values and what these are.</p> <p>Almost all children, staff and families report increased confidence in the school's approaches to developing positive relationships across the school community, including the school approaches to anti-bullying.</p> <p>Observations indicate that there is evidence of school agreed nurturing approaches in all classrooms. Almost all children (>95%), will self-report, as 'achieving' in termly H&WB questionnaires and in pupil focus group discussions.</p> <p>All children experience a progressive and meaningful HWB curriculum.</p>
<p>Raising attainment for all, particularly in literacy and numeracy (universal):</p> <p>All learners will experience varied, vibrant, high quality learning experiences which increase engagement in learning, provide appropriate differentiation, support and challenge and are underpinned by effective formative and summative assessment</p> <p>All learners experience high quality learning experiences across all curriculum areas</p> <p>A focus on raising attainment in listening and talking.</p>	<input checked="" type="checkbox"/> School and ELC Improvement <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information	<ul style="list-style-type: none"> - Provide staff professional learning focused on specific aspects of differentiation. Staff to identify specific area for professional enquiry/focus. - Review assessment approaches in literacy and numeracy (summative and formative) to secure coherence across the school. Develop agreed approaches to ensure assessment information is timely, provides information on learner progress within and across learning episodes, and informs planned learning. - Implement and embed core programmes across all curricular areas. Develop and implement a curriculum review cycle to support this. 	<p>Term 3 & 4</p>	<p>Learning observations indicate there is increased differentiation for all learners (support and challenge) in most learning episodes.</p> <p>Assessment information gathered is timely, relevant and informs planning for learning. Attainment data for pupil progress in Numeracy and Maths will increase by 5% at all stages of the school (P1-7)</p> <p>All children across school will benefit from relevant, progress learning experiences in all subject areas.</p>



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Relationships

Relevance

Values

<p>(Placing the human rights and needs of every child and young person at the centre of education)</p>		<ul style="list-style-type: none"> - Cluster numeracy moderation opportunities focused on developing rich tasks (based on Building Thinking Classrooms text) and high quality questioning. - Develop a progressive and consistent approach to the teaching of listening and talking skills. 		
<p>Tackling the attainment gap between the most and least advantaged children (targeted):</p> <p>All children in the identified group(s) will make accelerated progress in specific aspects of literacy and/or numeracy.</p> <p>(Placing the human rights and needs of every child and young person at the centre of education)</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> School and ELC Improvement <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information 	<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 provide a range of universal and targeted approaches and interventions. Please follow this link to view our PEF Summary and find out more about our use of Pupil Equity Funding.'</i></p>	Term 2, 3 & 4	Documented in PEF Plan
<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p> <p>Almost all children across school will be able to discuss meta-skills and apply them to their learning experiences.</p> <p>(Placing the human rights and needs of every child and young person at the centre of education)</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> School and ELC Improvement <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information 	<ul style="list-style-type: none"> - Staff professional learning to further develop knowledge and understanding of meta-skills and the progression across levels. - Development of toolkit/resource to support staff and learners in identifying and discussing the meta-skills. - Further develop approaches to planning for learning to incorporate and embed meta-skills. - Develop a shared understanding of engagement for Calderwood learners, and further develop the connections to relevant and meaningful learning experiences (linked to focus on meta-skills development). 	Term 3 & 4	<p>Almost all staff report increased confidence in planning for skills and making connections in learning episode. Learning visits, conversations and planning will indicate that, in almost all learning episodes, skills are planned for and regularly embedded in learners' experiences.</p> <p>Almost all children will be able to identify the use of meta skills and describe how these support their skills for life, learning and work.</p> <p>Learner conversations indicate that almost all children are able to identify, describe and explain their understanding of meta skills and how they use these in schools.</p> <p>Learning observations indicate that in most learning episodes there is skilful use of questioning to enrich and extend children's learning.</p> <p>Almost all staff report an increased confidence in planning for skills and making connections across learning.</p>



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