

Calderwood Primary and Nursery Class



Calderwood
Primary



Calderwood
Nursery

PROGRESS REPORT FOR SESSION 2023/24

(Standards & Quality Report)

1 Nethershiel Road
East Calder
EH53 0GU

About our School

Calderwood Primary (and Nursery) is West Lothian's newest setting, serving the community of Calderwood, within East Calder. The school was required to cope with increasing demand in the growing Calderwood Core Development Area which will see a significant number of new homes being built over the next seven years. Calderwood Primary opened in August 2021, firstly, hosted in East Calder and Mid Calder Primary Schools. The building officially opened in September 2021. Our Nursery opened in October 2021.

This school session our Primary roll grew to 485 children, within 22 clans (classes) with 27 teacher champions, a support and challenge champion, 6 pupil support worker champions, and an advanced pupil support worker. Our office team consists of an admin and 2 clericals, and we have 5 supervisors supporting lunch times. The senior leadership team consists of a Head Teacher, Depute Head Teacher and 3 Principal Teachers. Within our Equity Team (funded by PEF), we have a 0.2 teacher champion and 1.5 pupil support worker champions.

Our Nursery roll has increased to 147 children. We have three early years officers, 14 early year practitioners, one full time and three part time pupil support worker champions.

The design of the new state-of-the-art school incorporates elements of the award-winning West Calder High School, with innovation and flexibility as core objectives. The two-storey building is contemporary to suit a range of innovative teaching and learning styles. Clan bases do not have doors; glazed screens delineate the main clan room, the teaching area expands into the heart space that extends the length of the building. Flexible furniture, double-height glazing and use of colour make this a special, bright and lively space that the children and champions can shape to their own needs. This session we have had the addition of six cabins (temporary units) to ensure we provide enough spaces for our growing catchment. Our extension of ten more learning spaces started in January 2024 and will open August 2024.

As our roll has dramatically increased over the past three years, our highly effective transition programme; Into Calderwood, lies at the heart of Calderwood Primary and Nursery, ensuring that we get the best start for all of our children. The shared vision for Calderwood Primary and Nursery, is to go 'Beyond the Dream'. Providing a home for our children and champions, where learning has no limits, an environment full of curiosity and wonder, based on a foundation of positive relationships, supported by our families and local community.

IMPROVEMENT PRIORITIES

Our improvement priorities are always based on the national priorities in the National Improvement Framework (NIF). Below we have indicated what progress we made with these priorities in Session 23/24, what the impact has been and what our next steps will be to continue to address these priorities in session 2024/25.

We have also shown which NIF driver for improvement we used – you can find out more about the National Improvement Framework and drivers at: <https://www.gov.scot/publications/achieving-excellence-equity-2022-national-improvement-framework-improvement-plan/documents/>

We have also evaluated our overall provision using quality indicators (QIs) in How Good is our School 4 (HGIOS4) and How Good is Our Early learning and Childcare? (HGIOELC) which is a key aspect of the Scottish approach to self-evaluation and school improvement.

PRIORITY	HOW DID WE DO?
<p>1.</p> <p>To raise attainment, especially in literacy and numeracy.</p> <p>Our measureable outcome for session 2023/24 was to ... 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> <p>NIF Driver(s):</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>We have made good progress.</i></p> <p>What did we do?</p> <p><i>Calderwood Communicates: Literacy</i></p> <ul style="list-style-type: none"> • We sent questionnaires to staff to assess <i>differentiation</i> across the school. Teachers who were confident in particular areas of differentiation volunteered to be observed by other members of staff. Out of the four areas of differentiation we created a list of areas which required further <i>Career Long Professional Learning</i> to ensure consistency. • We created a 'Marking Code' to ensure consistency of <i>feedback</i> across the school within writing. This was created into two sections; P1-P3 and P4-P7. This document details the codes used for different corrections and states the presentation expectations when recording learning in jotters. • We created a 'Tools for Writing' /Grammar Progression Framework to be used from P1-P7, this was devised using West Lothian's Progression Pathways, SNSA, Education Scotland's Experiences & Outcomes and Benchmarks. This will ensure all areas of Grammar are being taught in a <i>progressive</i> and in-depth way. • <i>Professional reading</i> and dialogue was had around the West Lothian Literacy Pedagogy Toolkit. This will be sent to all staff to complete to allow us to make our next steps for 2024-25. This will also identify assessment approaches used. • Two members of the Literacy SIP Working Group have undergone training on Pie Corbett Talk for Writing. <p><i>Calderwood Counts: Numeracy</i></p> <ul style="list-style-type: none"> • We audited the resources we have for <i>learning, teaching and assessment</i> within numeracy and Maths. Each clan and area have a checklist of resources to ensure consistency and progression. • Delivered <i>Career Long Professional Learning</i> to champions on <i>learning, teaching and assessment</i> within numeracy. • Investigated <i>consistent</i> approaches of when and how to assess. • Cluster session on <i>learning and teaching</i> approaches within numeracy. <p><i>Across Learning:</i></p> <ul style="list-style-type: none"> • Whole school focus on engineering. Pupils discussed careers, skills and classes had visits by engineering professionals. This led to submitting entries across the school for the Primary Engineer Leaders Award. • Calderwood Dragons Den, across whole school with judges from Education Scotland STEM team, Morrison's Construction and Heriot Watt. Pupils building confidence in the engineering design process, presentations supported focus on listening and talking skills. • Delivered <i>Career Long Professional Learning</i> on <i>woodwork</i> for champions to support this in class. P1 teachers were supported with team teaching and creating woodwork leaders in clan to give pupils an opportunity to apply their <i>literacy</i> and <i>numeracy</i> skills to a different context. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Our evidence Sway is here. <p><i>Calderwood Communicates: Literacy</i></p> <ul style="list-style-type: none"> • There is an average of 81% for combined literacy at the end of a level. (P1, P4 & P7) • 87% of learners are on track for Reading. • 82% of learners are on track for Writing • 94% of learners are on track for Talking & Listening.

	<ul style="list-style-type: none"> • In our recent Learning Walk (In writing) most children understood why a particular genre of writing was relevant to their everyday life. Calderwood Communicates learning walls were relevant in most clans. • Core <i>targets</i> are being used in most classes, with even our youngest learners able to talk through the pictorial targets and how to improve. <p><i>Calderwood Counts: Numeracy</i></p> <ul style="list-style-type: none"> • 86.7% of children across the school are on track for attainment in numeracy, with 87.3% of children at Primary 1 and 4 achieving national expectation for levels at their stages. • During a learning walk, it was recognised that across all clans: <ul style="list-style-type: none"> - most champions used our numeracy CLPL and cluster numeracy approached to inform the planning of numeracy lessons. - almost all children had access to resources to support the numeracy learning process, including concrete materials. Children confidently accessed and used the concrete materials to support their learning. Most of these resources were differentiated. - Calderwood Counts learning walls were relevant in most clans. <p><i>Across learning:</i></p> <ul style="list-style-type: none"> • Capturing Calderwood: Learning, teaching and assessment evidence sway from our Quality Indicator Day • 72% of staff who responded feel confident using technology in their classroom to support learners across learning. • 100% of P1 teachers who attended <i>Career Long Professional learning</i>, feel more confident using woodwork in their classrooms and will continue to trial in their next clan. • Feedback from Education Scotland STEM team member on Dragon’s Den included “It was evident over the day from P1-7, the pupils can articulate well their thinking, the why of their inventions and linking skills across the curriculum which has clearly come from ongoing conversations in the classrooms”.
<p>ELC</p> <p>Raising attainment for all, particularly in literacy and numeracy(universal):</p> <p>Calderwood Nursery provides our learners with rich tasks in literacy and numeracy through use of responsive child centred planning, provocations, effective questioning and digital technologies.</p> <p>SLT continue to support practitioners as they engage with the WL trackers linking focused assessments with progression pathways and planning next steps for individual children.</p>	<p><i>We have made good progress.</i></p> <p>What did we do?</p> <ul style="list-style-type: none"> • Audit tools were used by staff to identify strengths and areas for improvement across our nursery <i>environment</i>. • A range of champions attended good practice visits to other settings within West Lothian, with a focus on improving our approaches to consultative <i>planning</i>. • The majority of champions attended <i>Career Long Professional Learning</i>, on Maths through Story, delivered by WL Numeracy Pedagogy Officer. • Almost all champions have engaged with <i>Career Long Professional Learning</i> opportunities during Friday meetings, including West Lothian network opportunities, higher order thinking skills and sharing examples of high quality rich tasks. • A focus on <i>Literacy</i> was added to our <i>transition</i> programme. • Through <i>professional dialogue</i> and <i>moderation</i> activities, the majority of staff are beginning to develop their knowledge and understanding of <i>curriculum</i>, benchmarks, progression pathways and key aspects of learning (KALs). • Focused <i>literacy</i> and <i>numeracy</i> interventions introduced for identified learners. • Seesaw was introduced in August as new <i>profiling</i> system for the setting. All nursery practitioners use this platform to record observations of children’s learning. • Champions (practitioners) have improved the recording of children’s learning through use of Floorbooks and Seesaw. In particular, staff have used a Floorbook to effectively record the Literacy transition programme into P1. <p>Evidence indicates the impact is:</p>

<p>Calderwood Nursery effectively use Floorbooks and Seesaw to record, share and track learner progress.</p>	<ul style="list-style-type: none"> • Most staff reported an increase in pupil focus and <i>engagement</i> within their play as a result of developing and changing areas within the nursery <i>environment</i>. • Champions involved in good practice visits, reported increased <i>motivation</i> for change following visits resulting in changes to practise, for example introducing a SIMOA provocation. • 74% of parents who responded to our Communication Survey use Seesaw for <i>communication</i>. 37% parents reported that they would like more information about learning/key themes happening within nursery and links to resources they can use at home to support learning on Seesaw. This will form part of our next step towards improvement. • Pupils are supported with a variety of interventions that impact on their development. Champions have observed an improvement in listening skills and <i>engagement</i> of pupils who attended the Teaching Children to Listen intervention. 80.43% of our preschool children can listen to others and take turns to talk. • During quality assurance observations of the setting and interactions, it was noted that the indoor environment was <i>Literacy</i> and <i>Numeracy</i> rich, with high quality rich tasks available. Interactions from staff were positive and quality questioning was observed. • <i>Moderation</i> sessions have led to improved practitioner understanding of the curriculum and learner next steps. This will continue to be a focus next session.
<p>2.</p> <p>To close the attainment gap between the most and least disadvantaged children.</p> <p>Our measureable outcome for session 2023/24 was to ... All children in the identified group(s) will make accelerated progress in specific aspects of literacy and/or numeracy.</p> <p>NIF Driver(s):</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>We have made good progress.</i></p> <p>What did we do?</p> <ul style="list-style-type: none"> • The school was awarded £49,000 of Pupil Equity Funding (PEF) which was used for staffing, resources and wider experiences to target attainment and achievement. • The PEF planning tool and the WL tracker data was used effectively to identify gaps for learners impacted by poverty, to plan and design interventions to support them and to gather evidence of the impact on their learning. • 13 priorities were planned and 69% of these priorities were fully achieved with 23% making good progress. • Interventions this year have focused on increasing attendance, raising attainment across specific areas of Literacy and Numeracy, investigating and supporting families with cost of the school day barriers, improving health and wellbeing and supporting life skills. Examples include the introduction of upper school barista training, wellbeing and friendship groups, Football Buzz, Reading Precision intervention, Numeracy intervention, Writing intervention, Sustainability Station development, Winter Coat Appeal, Help at Christmas Campaign, raising staff awareness of cost of the school day, P6 Cost of the school day work, citizenship and links with community projects. <p>Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:</p> <ul style="list-style-type: none"> • Our evidence Sway is here Equity Sway. • 100% of all targeted learners in P6 have improved or maintained their attendance record. The targeted group average in December was 75.59% and increased to 84.85% in April, demonstrating an increase of nearly 10% in their attendance. • Across P2 and P5 almost all identified pupils have made progress within Numeracy Intervention (SEAL) and have moved up at least 1 phase. • In P6, almost all identified learners improved use of core targets within Writing in the minimum 3 areas. In P7, 100% of identified learners improved use of core targets across a minimum of 4 areas. Out of the identified pupils in P7, 66.6% of learners in P7 achieved Band 8 for Writing SNSA and 33.3% achieved Band 9, average as a national comparison. • Almost all identified learners in P4 attending nurture/friendship group self-evaluated green for feeling nurtured following the intervention. • Across the identified learners in P2 and P3, 100% have increased number of key words they can read through Reading Precision Intervention.

	<ul style="list-style-type: none"> • At Christmas, we discretely offered ‘Help at Christmas’ in the forms of food hampers and toys/gifts. Of the families targeted, 50% replied asking for help in the form of food. • Almost all pupils attending Football Buzz reported that they enjoyed the sessions. 100% of the girls surveyed reported that their confidence had grown following attendance at Football Buzz. Some girls mentioned improved social skills, confidence and resilience. Most boys reported an improvement in confidence attending Football Buzz. Some pupils reported that Football Buzz had helped with friendships and teamwork. One pupil commented that it had allowed them to express themselves. • Pupil feedback on Barista training indicated increased confidence, enjoyment, teamwork and skills for life. • Identified pupils participating in the Community Links project demonstrated an understanding of citizenship, skills for life such as bus timetabling, using their bus passes, conversing with the community. Most targeted learners reported an increase in their confidence, wellbeing and social skills. • 100% of staff surveyed are aware that there is poverty within the school. Of the staff surveyed, all were able to identify a range of cost barriers. Staff identified the highest cost barriers as being uniform, trips, fun activities and clubs and activities.
<p style="text-align: center;">ELC</p> <p>Tackling the attainment gap between the most and least advantaged children (targeted):</p> <p>At Calderwood Nursery we strive to be mindful and proactive in ensuring an inclusive and equitable ELC setting.</p>	<p><i>We have made good progress.</i></p> <p>What did we do?</p> <ul style="list-style-type: none"> • Wellies and waterproofs have been purchased for the setting in various sizes to ensure that all children can access their learning outdoors. • Book lending library available to all families in our nursery entrance area. • Increased opportunities for <i>family learning</i> throughout the year covering Health and Wellbeing, Numeracy, Literacy and Skills. • Nursery newsletter and blog provides information to all families about available services and supports in local area and nationally. <p>Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:</p> <ul style="list-style-type: none"> • All children within the setting can access the outdoor learning environment. • The lending library is well used and children often borrow books to take home and read. • Verbal feedback from parents/carers about the <i>family learning</i> sessions was very positive. A survey is currently available to parents to seek their views on our <i>family learning</i> this session and improvements that could be made for next session.

<p>3. To improve children and young people’s health & wellbeing</p> <p><i>Our measureable outcome for session 2023/24 was to ...</i></p> <p><i>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.</i></p>	<p><i>We have made very good progress.</i></p> <p>What did we do?</p> <ul style="list-style-type: none"> • We consulted learners, staff and parents about our Calderwood Choices and updated them. They have gone from 6 steps to 3 steps, having a positive effect on the school community. Children are already familiar with the Calderwood Choices update. A visual has been created for clans so that children are able to see at a glance what our main rewards are. • Positive Relationships Statement and Positive Interactions Statement are in progress, due to be finalised for August 2024. Staff and parents have been consulted and feedback has been very positive. The Positive Interactions Statement aims to act as a Ready, Respectful, Safe charter for parents so that they know the process and protocol for communicating with staff and the manner in which they do so. • New staff have completed <i>Career Long Professional Learning</i> in Zones of Regulation. • All staff have been trained in trauma informed practice. This has allowed staff to take a step back and think about where some of our children may have come from and support them in an effective manner. Children with ACEs are supported
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<p>NIF Driver(s):</p> <ul style="list-style-type: none"> <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 	<p>appropriately, and we encourage our parents to share any information that may help the school to further support their child/children.</p> <ul style="list-style-type: none"> • All teaching staff looked at the CIRCLE document and evaluated their own practice against the checklist. They completed a small test of change focusing on one of the areas. Classroom environments have improved, but this is still something that we will continue to work on, to ensure that we are getting the learning environments right for our children. • Our Anti-Bullying statement is being updated and will be finalised upon consultation with learners, staff and parents. • We consulted children, champions, the community and partners on what our vision means to them and establishing our school values. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Our Evidence Sway is here. • The majority of incidents in clan have been able to be dealt with by class teachers. • Pupil Council feedback: 95% of the children like the new Choices as they perceive that they are seeing consequences happen eg. When a child is asked to go to their Share the Care clan or when they are asked to go to Reflection Time. • Children are becoming better at having restorative conversations through Reflection Time and are taking accountability for their actions. • 89.52% of parents feel their child is safe at school. • 94.12% of pupils feel they are safe at school. • There have been less reported episodes of children being dysregulated. • The Positive Relationships Statement being in place means that parents, staff and children are all consistent and know the procedures – this Statement also goes hand in hand with the Calderwood Choices Refresh. • Staff now have the foundation to build upon using Zones of Regulation within their classrooms. Staff will continue to become more confident with using the language around Zones of Regulation and helping children to understand their emotions and also ways to self-regulate. • We have established our vision and values.
<p style="text-align: center;">ELC</p> <p>Improvement in all children and young people's wellbeing:</p> <p>Calderwood Nursery environment enables children to explore their wellbeing, rights and emotions.</p> <p>Champions respond and plan for children and young people's wellbeing with increasing skill and confidence.</p>	<p><i>We have made very good progress.</i></p> <p>What did we do?</p> <ul style="list-style-type: none"> • Newly purchased wellbeing resources support our nursery children to express, regulate and manage emotions. • Children present as happy and settled within the nursery learning environment and receive stickers to show when they have demonstrated awareness or an action of the wellbeing indicators. • Nursery staff are responsive to individual needs of our children and use a wide range of strategies to support engagement in learning. • Children have a safe and nurturing environment. UNCRC rights of the child are visible around our environment and children are encouraged to express and be supported with their emotions. • Nursery staff worked collaboratively with the Health and Wellbeing Curriculum, wellbeing indicators and UNCRC articles to begin to develop a UNCRC programme. • UNCRC and wellbeing indicator information shared with parents. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Observations and audit of nursery learning environment show increased evidence of quiet spaces and resources to support self-regulation, emotions and wellbeing. • Children make use of the sensory room, quiet spaces and wellbeing resources throughout the day.

	<ul style="list-style-type: none"> • Children are becoming more familiar with the wellbeing indicators and use the language of them throughout the day during play and when celebrating success and achievement. • 84.78% of preschool children can confidently express their needs and ask for help when needed. • There is a clear quality assurance calendar in place. A wide range of activities including weekly meetings, monitoring of observations on Seesaw and monitoring of children's records take place regularly.
<p>4. To improve employability skills, and sustained, positive school-leaver destinations for all young people.</p> <p>Our measureable outcome for session 2023/24 was to: Almost all children across school will be able to discuss meta-skills and apply them to their learning experiences.</p> <p>NIF Driver(s):</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>We have made good progress.</i></p> <p>What did we do?</p> <ul style="list-style-type: none"> • We carried out <i>professional reading</i> around the West Lothian Skills progression pathway and Skills Development Scotland meta skills (which the WL progression is based on). • Created a survey using padlet to gather pupil views using the <i>HGIOURS</i> questions. The results were used as a starting point on what <i>Mini Champs</i> were to focus on in their action plan. • Creative Mini Champs researched why skills were important and types of skills using the SDS Meta skills toolkit. They used the Diamond 9 tool (technique which involves ranking and prioritising nine ideas, viewpoints, or pieces of information into what they consider highest to lowest importance) to discuss which of the 12 skills in the WL Skills progression pathway are most important at Calderwood. • P5 and P6 teacher champs introduced the meta skills with pupils and displayed the meta-skills around classrooms to discuss at points in learning. • Delivered <i>Career Long Professional Learning</i> to champions on why we are beginning to focus/introduce skills and introduced the WL Skills progression/SDS meta skills toolkits. • All champions carried out Diamond 9 tool on their top 9 Calderwood Skills and created/designed a Calderwood ... to display our skills in the classrooms as part of the Creative action plan. • STEM <i>Mini Champs</i> supported and organised all clans to have a safe and effective space to charge all devices. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Almost all creative mini champs have agreed with skills as a focus for learners across the school. • Parent Council feedback was positive and agreed we are preparing pupils for jobs that don't yet exist and skills/skillsets are important. This has been a focus at some of their workplaces too. Information Sway shared is found here. • When champions created a word cloud about skills during our Inservice session, resilience received 48% as the most mentioned, followed by creativity 22% and problem solving 19%. • Pupil's views collated using the HGIOURS questions on a Padlet showed that most pupils were aware of what a skill was and could name an example.
<p>ELC</p> <p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p> <p>Play pedagogy is at the heart of Calderwood Nursery and across Early Level to allow for application of</p>	<p><i>We have made good progress.</i></p> <p>What did we do?</p> <ul style="list-style-type: none"> • We provided <i>real-life learning experiences</i> outdoor and indoors, relating to the <i>world of work</i> and the local <i>community</i> (for example, construction/building). • <i>Family learning</i> sessions with a focus on gardening, woodwork and cookery were attended by some parents. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Most nursery children successfully <i>engaged</i> in our developed woodwork and block areas, to develop <i>real life skills</i> relevant to our local community.

investigation, problem solving and thinking skills.

- Verbal feedback from parents/carers about the *family learning* sessions was very positive. A survey is currently available to parents to seek their views on our Family Learning this session and improvements that could be made.

Attendance and Exclusion Data

- Attendance at our school is very good for almost all children, with the school average as 95.1%.
- Absence is monitored monthly and families work with the leadership team to overcome barriers to regular non-attendance.
- 4 days of learning have been lost to two exclusions.

Effectiveness of the school's engagement with parents and other stakeholders in improvement planning and on reporting school performance.

The Primary and Nursery have good engagement with all our stakeholders. Pupil and parent voice have been strong contributing factors from the beginning in establishing the new school which, in turn, is creating a unique Calderwood learning community. We are privileged to have an active parent council, this session we have introduced parent groups to help us deliver on our improvement priorities.

Our Capturing Calderwood: Wider Achievements this year have been: Primary:

- [House Captain Election](#)
- [School Camp](#)
- Meet the Champion Event
- [Calderwood Chats](#)
- [Food Bank Collection](#)
- [Book Week Scotland](#)
- [Halloween Discos](#)
- [House Celebrations](#)
- [Christmas Performances](#)
- [Christmas Celebrations](#)
- [Caledonia Clan Celebration](#)
- [Scottish Poetry Competition](#)
- [Autism Awareness Week](#)
- [Participatory Budget](#)
- [If You Were An Engineer Dragons Den](#)
- [If You Were An Engineer Awards Ceremony](#)
- [Time Capsule Ceremony](#)
- [First School Show: Aladdin](#)
- [British Science Week](#)
- [Afterschool Clubs](#)
- [Parent Council Fundraiser: Magic Miles](#)
- [Primary 6 Euro Quiz](#)
- [Primary 4-7: Hope – Anti Bullying Production](#)
- [Caring Café Citizen Initiative](#)
- [Calderwood Community Passes](#)
- [Mini Champ Opportunities](#)
- [Clan Championships](#)
- [Primary School Glee Competition](#)
- [National Robotarium Excursion](#)
- [Basketball Team](#)

- [Calderwood Careers](#)
- [Barista Programme](#)
- [Calderwood Choir](#)
- [Primary 6 Cross Country](#)
- [Establishing our Values](#)
- [Primary 7 Circular Economy with Morrison's](#)
- [Sustainability Station & Calderwood Community Cupboard](#)
- [East Calder Gala](#)
- [C in the Park](#)

Nursery:

- LEAF award
- Live author visit
- Children in Need Fundraising
- West Lothian Foodbank Harvest Collection
- Carols around the Campfire
- Stay and Play Sessions
- Family Learning Sessions (Health and Wellbeing, Literacy, Numeracy and Skills)
- [Into P1 transition programme](#)
- [East Calder Gala](#)
- [C in the Park](#)

How good is our school? The quality indicators* evidence that:

1.3 Leadership of Change	Good
2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equality and inclusion	Good
3.2 Raising attainment and achievement	Good

How good is our Early Learning and Childcare? The quality indicators* evidence that:

1.3 Leadership of change	Good
2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equality and inclusion	Good
3.2 Securing children's progress	Good

+Delete if not relevant

*(Indicators used in How good is our School? 4th Edition, Education Scotland 2015 and How Good is Our Early Learning and Childcare? 2016)