SCHOOL IMPROVEMENT **PRIORITY**

Calderwood Primary

CONTEXT & FACTORS — PAGE 2

VISION & VALUES — PAGE 3

SUPPORTING DATA — PAGE4

ACTIONS & IMPACT — PAGE 5–8

WHAT IS THE KEY PRIORITY FOR SCHOOL IMPROVEMENT THIS ACADEMIC YEAR?

PRIORITY:

Meeting learners' needs through inclusive and impactful pedagogy which underpins a relevant and meaningful curriculum.

(THIS PRIORITY WILL BE BROKEN DOWN INTO SEPARATE ACTIONS. ATTEMPT TO ARTICULATE AN OVERARCHING PRIORITY)

ELC ACTION PLAN — PAGE 13

PEF STATEMENT — PAGE 14

CURRICULUM for EXCELLENCE — PAGE 9

QUALITY INDICATORS — PAGE 10

NATIONAL IMPROVEMENT FRAMEWORK — PAGE 11

BIGGER PICTURE — PAGE 12

*ALL SCHOOLS HAVE A SEPARATE PUPIL EQUITY FUNDING PLAN TO ENSURE THAT CHILDREN AND YOIUNG PEOPLE AFFECTED BY POVERTY ACHIEVE THEIR FULL POTENTIAL. FOCUSSING ON TARGETED IMPROVEMENT ACTIVITY IN LITERACY, NUMERACY, AND HEALTH AND WELL-BEING

YEAR: 2026-2027

COURAGE RELATIONSHIPS VALUES RELEVANCE

SCHOOL IMPROVEMENT **PRIORITY**

Calderwood Primary

CONTEXT & FACTORS

PRIORITY:

Meeting learners' needs through inclusive and impactful pedagogy which underpins a relevant and meaningful curriculum.

WHAT FEATURES OF SCHOOL CONTEXT, LOCAL AUTHORITY FACTORS, AND NATIONAL FACTORS **CONNECT TO THE SPECIFIC IMPROVEMENT PRIORITY?**

SCHOOL (LEARNERS)

Addressing Action Points identified in school's self-evaluation procedures

Cluster Improvement Priorities

Equity Priorities

Self Evaluation

Learning Visits and Discussions

STANDARDS AND QUALITY REPORT

LOCAL AUTHORITY & CLUSTER

West Lothian Corporate Plan

Education Services Management Plan

Raising Educational Attainment Strategy; West Lothian Stretch Aims

Moving Forward In Your Learning – Inclusive Curriculum: Meeting Learner's Needs

West Lothian Parental Involvement and Engagement Framework

Equity Team and additional allocations, Pedagogy Team

NATIONAL

National Improvement Framework; Challenge; Included, Engaged and Involved Series

UNCRC; Child Protection Procedures

Getting it Right for Every Child (GIRFEC)

GTCS Professional Standards and Update 2021

Pupil Equity Funding/Equity Audit and Self-Evaluation

How Good is Our School? 4TH Edition/Quality Improvement Framework for ELC Sectors

Realising the Ambition

Presumption to provide education in a mainstream setting 2019; Support for Learning: All our Children and All their Potential (ASL Review) 2020

SCHOOL IMPROVEMENT **PRIORITY**

Calderwood Primary

VISION & VALUES

PRIORITY:

Meeting learners' needs through inclusive and impactful pedagogy which underpins a relevant and meaningful curriculum.

HOW DOES **THE SPECIFIC IMPROVEMENT PRIORITY** FURTHER THE VISION AND VALUES OF THE SCHOOL?

SCHOOL VISION

Beyond the Dream

Believing in me, inspiring each other, achieving together.

SCHOOL VALUES

- Caring
- Resilience
- Integrity
- Belonging

CURRICULUM RATIONALE

- Grow a cohesive community.
- Build an aspirational learning environment.
- Create excellent learning and teaching.
- Develop an inspirational curriculum.

Click here to read our Curriculum Rationale

Our overarching priority aims to ensure that our learning, teaching and assessment approaches align with the vision, values and aims of our Calderwood community.

Our priority will ensure that approaches to universal and targeted supports are strengthened through collaboration, creativity and consistency.

PROVIDE A BRIEF BLURB **CONNECTING THE SCHOOL VISION, VALUES, AND CURRICULUM RATIONALE** TO THE IDENTIFIED SCHOOL IMPROVEMENT PRIORITY.

SCHOOL IMPROVEMENT **PRIORITY**

Calderwood Primary

SUPPORTING DATA

PRIORITY:

Meeting learners' needs through inclusive and impactful pedagogy which underpins a relevant and meaningful curriculum.

WHAT DATA HAVE YOU COLLECTED AND ANALYSED THAT **SUPPORTS THE FOCUS ON THE SPECIFIC IMPROVEMENT PRIORITY?**

DATA ANALYSIS STATEMENT:	TRIANGULATING SOURCES: PEOPLE'S VIEWS	DIRECT OBSERVATION	QUANTITATIVE DATA
As at June 2026, 46.1% of children at Calderwood Primary have an identified Additional Support Need (ASN) and 27% of children are on Continuum of Support (CoS) Levels 2-4.	*Learning Visits*		*SEEMIS Data*
Through Self Evaluation in June 2026 and learning observations, information gathered showed there are inconsistencies to our universal supports for pupils, including the design and purpose of learning spaces.	*Teacher Self Evaluation* *Learning Visits*	*Quality Assurance*	*CoS Levels Data* *Circle Checklist* *Behavour Tracker*
Through Self Evaluation in June 2026, teaching staff have reported inconsistencies to our approaches to target support interventions and our GIRFEC processes.	*Teacher Self Evaluation* *Parent Ethos Surveys*		*E&E Meetings Data*

HIGHLIGHT IMPORTANT **HEADLINE DATA ANALYSIS STATEMENTS** RELEVANT TO THE IDENTIFIED SCHOOL IMPROVEMENT PRIORITY.

- IDENTIFY TRIANGULATING DATA SOURCES USED TO VALIDATE ANALYSIS STATEMENT
- CONSIDER DATA SOURCES THAT REPRESENT YOUNG PEOPLE AS CITIZENS, AS INDIVIDUALS, AS CONTRIBUTORS, AND AS LEARNERS
- ENSURE LEARNER VOICE IS REPRESENTED

SCHOOL IMPROVEMENT **PRIORITY**

Calderwood Primary

ACTIONS & INDICATORS

PRIORITY:

Meeting learners' needs through inclusive and impactful pedagogy which underpins a relevant and meaningful curriculum.

Term 1: Developing an inclusive environment.

WHAT SPRINT ACTIONS DO YOU PLAN TO TAKE IN ORDER TO SIGNIFICANTLY IMPACT THE SPECIFIC IMPROVEMENT PRIORITY?

PLANNED ACTIONS SHOULD BE **SPRINT ACTIONS - ACHIEVABLE WITHIN TERM 1**. THESE ACTIONS SHOULD BE EVALUATED AT THE END OF THE TERM 1. **TRY NOT TO CARRY TOO MANY INCOMPLETE ACTIONS INTO TERM 2**

FUTURE ACTIONS ACTIONS:	PLANNED ACTIONS:		SUCCESS/IMPACT INDICATOR:	RAG:
	1 *Introduce and embed our updated Positive Relationships Policy.*	*Champs, children & families Oct '26*	*By October 2026, almost all (90%+) children and champion and most (75%+) families will have an understanding of the processes within the positive relationship policy|)*	
	2 *Embed our shared expectations from the Circle Document, when setting up our new clan spaces and break out areas, including learning walls.*	*Teaching Champs Sept '26*	*By October 2026, the physical environment in almost all (90%+) clan rooms and learning spaces will meet the needs of almost all (90%+) children.*	
	3 *Embed the nurturing principle of - The school offers a secure base – across Calderwood Primary.*	*All Champs Oct '26*	*By October 2026, almost all (90%+) children will report that they feel safe and nurtured at school.*	
	4 *Consistent understanding and clarity of roles in our Getting it Right for me approaches by all champions for all children.*	*All Champs Oct '26*	*By October 2026, almost all (90%+) champions will have a secure understanding of our Getting it Right for me processes.*	
	5 *Planning for for sustainable professional learning to build confidence in curriculum making .*	*Teaching Champs June '27*	*By June 2027, almost all teaching champions will have engaged in technical frameworks published by the Curriculum Improvement Cycle and show increased confidence in their understanding of curriculum making*	
BRIEF DESCRIPTION OF POSSIBLE FUTURE ACTIONS, WHICH MAY BE EXPANDED AND BECOME 'PLANNED ACTIONS'	**DETAILED DESCRIPTION** OF ACTIONS TO BE TAKEN IMMINENTLY - **ORDERED BY IMPORTANCE.**		CLEARLY DEFINED MEASURE OF SUCCESS. **ENSURE LEARNER VOICE IS REPRESENTED WITHIN MEASURES.**	REVIEW SUCCESS

YEAR: **2026-2027**

COURAGE RELATIONSHIPS VALUES RELEVANCE

positive approaches to behavior and 3 hours for safer de-escalations.

SCHOOL IMPROVEMENT PRIORITY

Calderwood Primary

ACTIONS & INDICATORS

PRIORITY: *Meeting learners' needs through inclusive and impactful pedagogy which underpins a relevant and meaningful curriculum.*

Term 2: Creating the conditions for universal supports.

WHAT SPRINT ACTIONS DO YOU PLAN TO TAKE IN ORDER TO SIGNIFICANTLY IMPACT THE SPECIFIC IMPROVEMENT PRIORITY?

PLANNED ACTIONS SHOULD BE **SPRINT ACTIONS - ACHIEVABLE WITHIN TERM 2**. THESE ACTIONS SHOULD BE EVALUATED AT THE END OF THE TERM 2. **TRY NOT TO CARRY TOO MANY INCOMPLETE ACTIONS INTO TERM 3**

FUTURE ACTIONS ACTIONS:	PLANNED ACTIONS:		SUCCESS/IMPACT INDICATOR:	RAG:
	6 *Consistent and differentiated approaches to support behaviour and safer deescalation CLPL.*	*All Champs* *Oct' 26*		
	7 *Embed consistent approaches to planning to ensure pace, breadth and progression of learning.*			
	8 *Create a 'Connection slide' detailing the elements to share with a clan at the beginning of a learning experience.*	*Teaching Champs* *Dec '26*	*Most children can confidently discuss what they are learning, how they know they will be successful and why they learning the concept.*	
	9 *Further develop a shared approach to recording learning and profiling approaches.*	*Teaching Champs* *Dec'26*		
	5 *Planning for for sustainable professional learning to build confidence in curriculum making .*	*Teaching Champs* *June '27*	*By June 2027, almost all teaching champions will have engaged in technical frameworks published by the Curriculum Improvement Cycle and show increased confidence in their understanding of curriculum making*	
BRIEF DESCRIPTION OF POSSIBLE FUTURE ACTIONS, WHICH MAY BE EXPANDED AND BECOME 'PLANNED ACTIONS'	**DETAILED DESCRIPTION** OF ACTIONS TO BE TAKEN IMMINENTLY - **ORDERED BY IMPORTANCE.**		CLEARLY DEFINED MEASURE OF SUCCESS. **ENSURE LEARNER VOICE IS REPRESENTED WITHIN MEASURES.**	REVIEW SUCCESS

YEAR: **2026-2027**

SCHOOL IMPROVEMENT **PRIORITY**

Calderwood Primary

ACTIONS & INDICATORS

PRIORITY:

Meeting learners' needs through inclusive and impactful pedagogy which underpins a relevant and meaningful curriculum.

Term 3: Targeted Supports

WHAT SPRINT ACTIONS DO YOU PLAN TO TAKE IN ORDER TO SIGNIFICANTLY IMPACT THE SPECIFIC IMPROVEMENT PRIORITY?

PLANNED ACTIONS SHOULD BE **SPRINT ACTIONS - ACHIEVABLE WITHIN TERM 3**. THESE ACTIONS SHOULD BE EVALUATED AT THE END OF THE TERM 3. **TRY NOT TO CARRY TOO MANY INCOMPLETE ACTIONS INTO TERM 4**

FUTURE ACTIONS ACTIONS:	PLANNED ACTIONS:	SUCCESS/IMPACT INDICATOR:	RAG:
	Trauma Informed training		
	E&E Meetings redesign		
	Differentiation		
	Targeted support menu at Calderwood		
	5 *Planning for for sustainable professional learning to build confidence in curriculum making .*		

BRIEF DESCRIPTION OF POSSIBLE FUTURE ACTIONS, WHICH MAY BE EXPANDED AND BECOME 'PLANNED ACTIONS'

DETAILED DESCRIPTION OF ACTIONS TO BE TAKEN IMMINENTLY - **ORDERED BY IMPORTANCE.**

CLEARLY DEFINED MEASURE OF SUCCESS.
ENSURE LEARNER VOICE IS REPRESENTED WITHIN MEASURES.

REVIEW SUCCESS

YEAR: **2026-2027**

COURAGE RELATIONSHIPS VALUES RELEVANCE

SCHOOL IMPROVEMENT **PRIORITY**

Calderwood Primary

ACTIONS & INDICATORS

PRIORITY:

Meeting learners' needs through inclusive and impactful pedagogy which underpins a relevant and meaningful curriculum.

WHAT SPRINT ACTIONS DO YOU PLAN TO TAKE IN ORDER TO SIGNIFICANTLY IMPACT **THE SPECIFIC IMPROVEMENT PRIORITY?**

PLANNED ACTIONS SHOULD BE **SPRINT ACTIONS - ACHIEVABLE WITHIN TERM 4.** THESE ACTIONS SHOULD BE EVALUATED AT THE END OF THE TERM 4. **TRY NOT TO CARRY TOO MANY INCOMPLETE ACTIONS INTO NEXT ACADEMIC YEAR**

FUTURE ACTIONS ACTIONS:	PLANNED ACTIONS:	SUCCESS/IMPACT INDICATOR:	RAG:

BRIEF DESCRIPTION OF POSSIBLE FUTURE ACTIONS, WHICH MAY BE EXPANDED AND BECOME 'PLANNED ACTIONS'

DETAILED DESCRIPTION OF ACTIONS TO BE TAKEN IMMINENTLY - **ORDERED BY IMPORTANCE.**

CLEARLY DEFINED MEASURE OF SUCCESS.
ENSURE LEARNER VOICE IS REPRESENTED WITHIN MEASURES.

REVIEW SUCCESS

YEAR:

SCHOOL IMPROVEMENT **PRIORITY**

Calderwood Primary

A CURRICULUM for EXCELLENCE

PRIORITY:

Meeting learners' needs through inclusive and impactful pedagogy which underpins a relevant and meaningful curriculum.

HOW DOES **THIS SPECIFIC IMPROVEMENT PRIORITY** SUPPORT THE CURRICULUM FOR EXCELLENCE PURPOSE OF FULFILLING THE 4 CAPACITIES?

LEARNERS:

5	Enthusiasm and motivation for learning
1	Determination to reach high standards of achievement
	Openness to new thinking and ideas
4	Use literacy, communication and numeracy skills
4	Use technology for learning
	Think creatively and independently
2, 4	Learn independently and as part of a group
	Make reasoned evaluations
	Link and apply different kinds of learning in new situations

INDIVIDUALS:

1	Self-respect
, 31	A sense of physical, mental and emotional well-being
1	Secure values and beliefs
1	Ambition
1	Relate to others and manage themselves
	Pursue a healthy and active lifestyle
	Be self-aware
	Develop and communicate their own beliefs and view of the world
1, 2	Assess risk and make informed decisions
, 41	Achieve success in different areas of activity

CITIZENS:

1, 3	Respect for others
1	Commitment to participate responsibly in political, economic, social and cultural life
	Develop knowledge and understanding of the world and Scotland's place in it
	Understand different beliefs and cultures
1	Make informed choices and decisions
5	Evaluate environmental, scientific and technological issues
	Develop informed, ethical views of complex issues
	Make reasoned evaluations

CONTRIBUTORS:

	An enterprising attitude
1	Resilience
	Self-reliance
	Communication in different ways and in different settings
2	Work in partnership and in teams
	Take the initiative and lead
5	Apply critical thinking in new contexts
	Create and develop
	Solve problems

(IDENTIFY 1,3,4 THE SPECIFIC IMPROVEMENT ACTIONS WHICH WILL STRONGLY IMPACT THE ABILITY OF YOUR CURRICULUM TO DEVELOP AND DELIVER THE 4 CAPACITIES AND ATTRIBUTES)

YEAR: 2026-2027

COURAGE RELATIONSHIPS VALUES RELEVANCE

SCHOOL IMPROVEMENT **PRIORITY**

Calderwood Primary

QUALITY INDICATORS

PRIORITY:

Meeting learners' needs through inclusive and impactful pedagogy which underpins a relevant and meaningful curriculum.

HOW DOES **THIS SPECIFIC IMPROVEMENT PRIORITY** CONNECT WITH FOCUS **HGIOS QUALITY INDICATORS?**

1.3 Leadership of change

1	Developing a shared vision, values and aims relevant to the school and its community
	Strategic planning for continuous improvement
	Implementing improvement and change

2.2 Curriculum

5	Rationale and design
5	Development of the curriculum
5	Learning pathways
5	Skills for learning, life and work

2.3 Learning, teaching and assessment

	Learning and engagement
2	Quality of teaching
	Effective use of assessment
	Planning, tracking and monitoring

3.1 Ensuring wellbeing, equality and inclusion

1, 2, 3, 4	Wellbeing
1	Fulfilment of statutory duties
1, 2, 3	Inclusion and equality

3.2 Raising attainment and achievement

4	Attainment in literacy and numeracy
	Attainment over time
4	Overall quality of learners' achievement
1, 2, 3	Equity for all learners

DETAIL ANY OTHER FOCUS QUALITY INDICATOR:

2.4 Personalised support

- Universal support
- Targeted support
- Removal of potential barriers to learning

SCHOOL SELF EVALUATION SUMMARY

(IDENTIFY 1,3,4 THE SPECIFIC IMPROVEMENT ACTIONS WHICH WILL STRONGLY IMPACT THE DEVELOPMENT OF HGIOS QUALITY INDICATORS)

YEAR: **2026-2027**

COURAGE RELATIONSHIPS VALUES RELEVANCE

SCHOOL IMPROVEMENT **PRIORITY**

Calderwood Primary

NATIONAL IMPROVEMENT **FRAMEWORK**

PRIORITY:

Meeting learners' needs through inclusive and impactful pedagogy which underpins a relevant and meaningful curriculum.

HOW DOES **THIS SPECIFIC IMPROVEMENT PRIORITY** CONNECT WITH NATIONAL IMPROVEMENT FRAMEWORK PRIORITIES AND DRIVERS?

SCHOOL AND ELC IMPROVEMENT | SCHOOL AND ELC LEADERSHIP | TEACHER AND PRACTITIONER PROFESSIONALISM | PARENTAL ENGAGEMENT | CURRICULUM AND ASSESSMENT | PERFORMANCE INFORMATION

Placing the human rights and needs of every child and young person at the centre of education	Improvement in all children and young people's health and wellbeing	Improvement in skills and sustained, positive school leaver destinations for all young people	Improvement in attainment, particularly in numeracy and literacy	Closing the attainment gap between the most and least disadvantaged children and young people
THROUGH	THROUGH	THROUGH	THROUGH	THROUGH
1, 2	1, 2			
1	1			
1	1			
	1			
			4	
			4	
				4

(SELECT X NIF PRIORITIES AND THE RELATED DRIVER(S) THAT YOU ARE CONFIDENT WILL BE **STRONGLY IMPACTED BY THE ACHIEVEMENT OF THE IDENTIFIED SCHOOL IMPROVEMENT PRIORITY**)

YEAR: **2026-2027**

COURAGE RELATIONSHIPS VALUES RELEVANCE

SCHOOL IMPROVEMENT **PRIORITY**

Calderwood Primary

BIGGER PICTURE

WHAT (POSSIBLE) FUTURE SCHOOL IMPROVEMENT PLANS ARE **IMPORTANT TO NOTE?**

YEAR2

Curriculum improvement cycle: January 2027 – June 2028 – Sharing and adopting phase

YEAR3

Curriculum improvement cycle: January 2027 – June 2028 – Sharing and adopting phase

YEAR4

YOU MAY CHOOSE TO INCLUDE PLANNED OR EXTENDED PARTNERSHIPS, KNOWN DEVELOPMENTS AND CONTINUATIONS OF THE CURRENT PRIORITY, AND SPECIFIC AREAS (E.G. CURRICULUM, NIF, UNCRC, ETHOS) IDENTIFIED FOR ATTENTION. **ENSURE LEARNER VOICE IS REPRESENTED WITHIN FUTURE PLANS.**

YEAR: **2026-2027**

ELC ACTION PLAN

ELC settings are a distinct and important part of the school community. ELC settings have a separate Action Plan which details current and planned actions intended to improve the learning and experiences of children accessing this service.

Please follow this link Click here to view our ELC Action Plan.

PEF STATEMENT

PUPIL EQUITY FUNDING: Tackling the attainment gap between the most and least advantaged children

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 to improve literacy, numeracy and health and wellbeing.

Please follow this link Click here to view our PEF Summary and find out more about our use of funding.