West Lothian Council

Calderwood Primary Standards and Quality Report for Session 2025-2026

Calderwood Primary

School Self Evaluation 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

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School Context:

Calderwood Primary is a welcoming, non-denominational school established in August 2021. We provide high-quality education and care from Early Learning in our Nursery Class through to Primary 1–7. This session, we were delighted to welcome 148 children into our nursery class and 614 children across our 23 clans (classes) in the primary school.

Our catchment area serves the vibrant community of Calderwood within East Calder. The school was purpose-built and established to successfully manage the increasing demand from the rapidly growing Calderwood Core Development Area.

Our overarching vision is Beyond the Dream: Believing in me, inspiring each other, achieving together! Our daily school ethos is firmly built upon our core values: Caring, Resilience, Integrity and Belonging.

The school is led by a committed Senior Leadership Team comprising our Head Teacher, one Depute Head Teacher, and three Principal Teachers. We are supported by a dedicated Support for Learning team, which this session also included a nurture teacher. We intentionally prioritise positive relationships and wellbeing for all of our children, families, and champions (staff) as we work hard to nurture a strong sense of community and belonging.

Parents and carers play an invaluable role in school life. We deeply value their partnership and actively encourage family involvement through our Parent Council, volunteering opportunities, and regular school events that celebrate learning and achievement. We also enjoy exceptionally close links with our Calderwood and East Calder communities, West Calder High School, and our wider cluster primary schools, helping us provide a rich, connected, and meaningful experience for all our learners.

View our School Website and blog for more information.

What has your Child's School being doing to improve this year?

Improvement in children and young people's health and wellbeing:
We want every child to feel safe, respected, and included. This year, we have enhanced our support systems by:

- **Refreshing our Positive Relationships Policy:** We collaborated with families, staff, and pupils to update our policy, which now includes an updated Anti-Bullying statement and a Diversity and Equalities statement.
- **Updating our Health & Wellbeing Curriculum:** This progression and consistency.
- **Progressing with Rights Respecting Schools:** We continued our active journey within the UNICEF Rights Respecting Schools Programme to ensure children's rights are at the heart of our ethos.
- **Investing in Physical Education:** We purchased brand-new resources to enhance both indoor and outdoor PE lessons.

Closing the attainment gap between the most and least disadvantaged children and young people:
We are deeply committed to equity and ensuring that every child gets the exact support they need to thrive.

- **Targeted Interventions:** We successfully implemented specific, targeted support for children who are most impacted by the poverty-related attainment gap. These individual and small-group sessions focused directly on boosting pupil wellbeing, as well as raising their confidence and skills in literacy and numeracy.

Improvement in skills and sustained, positive school-leaver destinations for all young people:

- **Long-Term Planning:** We adapted our long-term planning framework, creating a clear pathway of experiences and outcomes that builds progressively from Early Level (Nursery/P1) all the way through First Level (P2–P4) and Second Level (P5–P7).
- **Refreshed Pupil Profiles:** We updated our learning profiles so that children can more clearly share and celebrate their skills and achievements.

Improvement in achievement, particularly in literacy and numeracy:

- **Consistent Literacy Learning and Teaching:** We created new, school-wide documents to support all champions. This ensures that every child, experiences consistent and progressive high-quality, structured approaches to reading, writing, and talking as they move through the school.
- **Innovative Numeracy Approaches:** Our Acting Principal Teacher and a class teacher undertook specialized professional development in the *Building Thinking Classrooms* mathematics framework, bringing highly engaging, problem-solving math strategies into to our clans.

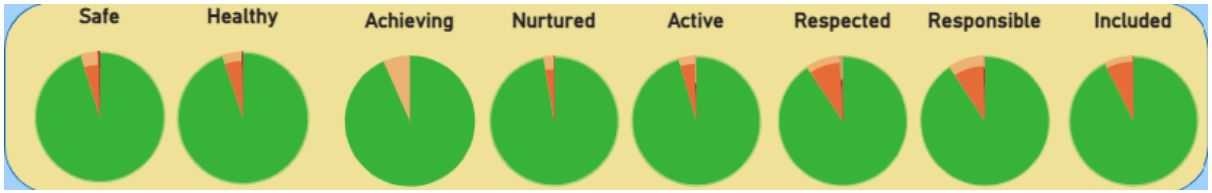
How do we know what has made a difference for your child?



Attainment: The information above shows an overview of our current levels of attainment. We are driving increased levels of attainment through targeted, evidence-based interventions that promote equity, supported by a Support for Learning model. We continue to invest in staff professional development to ensure sustainable impact and continuous improvement.

Attendance and Exclusion Data: Attendance at our school is good for almost all children, with the school average as 94.85%, which is in line with the West Lothian Council average. Absence is monitored monthly, and families work with the leadership team to overcome barriers to regular non-attendance. We have had eleven exclusions, spanning 21 days, this session.

Pupils Wellbeing Reporting: Recent self-reporting information below shows that pupils are reporting positively across the wellbeing indicators.



Parent Ethos Survey results show that most parents and careers feel their child is safe and treated fairly at Calderwood Primary.

Parental Engagement: Almost all parents/ carers engage at Parent Consultations and Sharing the Learning Connects, with most attending sharing the learning afternoons. This ensures that they know about their child's progress in learning and what they are learning about in school. We also have an active Parent Council who support the school, ensuring there is a strong parent voice as well as fund raising to support school initiatives.

Effective Partnerships: This session we have worked closely with the Inclusion Support Service, the School Nursing Team, Active Schools, Educational Psychology, Community Listening Project (East Calder), Active Sustainable Travel Team and NYCOS to deliver better outcomes for our children and families.

Pupil Equity Funding has supported children's wellbeing, access to wider achievement and an improvement in literacy attainment.

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Achievements we're proud of this year:		
Wider Achievements: Basketball Team Football Team Jak Trueman Cup Ski Team, organised and ran by our Parents P7 Track and Field Championships Sports Day Glee: Stag Squad reached the regional finals Nick Morgan Concert as part of World Cup Celebrations P6 Active and Sustainable Travel Showcase Road Safety Competition WOW Badge Winners Anti Bullying Week Poetry Competition P5 Art Showcase P6 Euro Quiz Runners Up Cost of the School Day Event, supported by West Calder High School Chief's Presenting at Parent Council Involvement in East Calder Gala, including the Art Competition, Relay Team, Gala Walk and Choir performing Parent Council: Halloween Discos, Christmas Fayre and Sponsorship Spectacular	What our pupils say: Following our pupil ethos survey: - Most pupils feel safe when they are at school (89.8% of respondents). - Most pupils have a trusted adult in school they can speak to if they are upset or worried about something (89.8% of respondents) - Almost all pupils think staff treat them fairly and with respect (90.48% of respondents).	What our families say: Following our parent/ carer ethos survey: - Most parents/carers consider their child(ren) is safe at school (89.74% of respondents) Question - Most parents/carers think their child(ren) is treated fairly at school (87.18% of respondents).
What can your child look forward to next school session? • Shared expectations from the Circle Document, when setting up our new clan spaces and break out areas, including learning walls. • Embed the nurturing principles into clan life. • Consistent understanding and clarity of roles in our Getting it Right for me approaches by all champions for all children. • Universal and targeted supports for their wellbeing and progress in learning.	**How do we know we have made a difference? What does this mean for your child?** **Ready, respectful and safe at Calderwood**: The updated Positive Relationships Policy and clear bullying reporting processes mean your child learns in a safe, respectful environment. Staff use consistent strategies, so expectations are predictable and fair, across clans. **Health and Wellbeing**: New teaching approaches in the Health and Wellbeing curriculum has ensured a consistent and progressive Health and Wellbeing curriculum. Enhanced P.E. resources mean your child experiences higher-quality physical education, boosting their physical fitness and mental well-being. **Closing the Attainment Gap**: Targeted support in clans, small groups, and individual sessions ensures your child gets help tailored to their needs. This has successfully boosted confidence and raised achievement levels for pupils requiring extra support. **Stronger Literacy Skills**: Your child benefits from consistent, progressive reading and writing learning and teaching approaches. Our tracking data shows clear, steady improvements in pupil literacy levels across all year groups. **Wider Achievement**: Children have opportunities to build life skills, celebrate successes, and contribute directly to the life and ethos of Calderwood.	

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