



Standards and Quality Report 2017-18

Long Calderwood Primary



Context of the school

Long Calderwood is situated in the Calderwood area of East Kilbride. The current building opened in May 2014 and provides a single level bright modern learning environment and a large play area with a full size 3G football pitch. The area is a mixture of social and privately owned housing population with most post codes being in the SMID 3-5 areas. The school has a roll of approximately 181, which is divided into seven classes.

Our school motto is 'Imagine and Achieve' and our vision is: 'To create inventive and imaginative thinkers who respond to change and uphold the school values; Respect, Excellence, Friendship, Courage, Determination, Inspiration, Equality and Compassion. Our mission statement is: 'To work in partnership with families and the local community as we move towards excellence'.

Staffing has been very stable over the past 5 years and the current Headteacher has been in post for 7 years now. We have one full time Principal teacher who is class committed 3 days per week and 8 class teachers which includes 2 part time teachers. In addition, we have a teacher who works 4 days to cover the class reduction time and half a day of learning support and another who works 2 days also with a remit for support for learning. In addition, we are allocated a specialist support teacher one day per week from the Learning Community team. We are allocated 3.6 school support staff and fund an additional one day from Pupil Equity Funding. We are also allocated a specialist support teacher one day per week. Within the school we are committed to providing support for learning and health and well-being groups on a timetabled basis.

We have excellent links with local nurseries, neighbouring primary schools and Calderglen High, our local secondary school. All schools work closely together and our pupils transition to and from these establishments with as confident, successful learners.

We have a very supportive and active Parent Council who play a key role in the life and work of the school and we have worked together to raise funds to set up a lending library for all pupils. Our Parent Council are currently working on setting up a well-being outdoor space in the courtyard for P1-3.

Long Calderwood was the first school in Scotland to become a 21st Century Families school and we believe play is a hugely important part of childhood for both children and parents/carers. Our parents/carers run a family play club once a week and we work with families from other schools in the area to organise play events during the school holidays.



Achieving Excellence: Overall Progress towards National Improvement Framework Priorities Session 2017-18

Literacy:

Progress	satisfactory	good	very good	excellent
			x	

Strengths

Teaching and learning in literacy continues to strengthen and there is an embedded pedagogy throughout the school. Our school is part of the active literacy group and is now in phase 2. All staff have completed updated training and this has led to more collaborative planning between stages, an improved structure to the programme in P4-7 and the teaching of comprehension is now more consistent across these stages. Attainment continues to remain steady with improvements in targeted areas. Staff are confidently working with active literacy approaches and there is a developing expertise which teachers are willing to share with other professionals. We have delivered training on active literacy to the staff of Calderglen English department with a view to making the 2nd-3rd level transition more seamless and have hosted visits into classrooms from a number of schools beginning their active literacy journey. Many staff members have delivered high quality training on a variety of aspects of active literacy and phonological awareness and membership of the P1 working group and/or attendance at the training has provided excellent professional learning opportunities for many staff.

At the early level we have introduced a period of phonological awareness teaching prior to any phonics teaching and this has resulted in improved attainment not only in phonological awareness but in phonics and reading also. We have also been successfully using a pictorial resource to support children in P1-3 to build their sight vocabulary and teachers observe a small increase in this strategy being used to decode texts. From early to first level, there is now a seamless transition in writing with differentiated 'Foundations of Writing' being continued until teacher judgment deems it is the correct time to begin teaching of the literacy of writing.

All staff have taken part in training to develop professional knowledge and understanding in the variety of ways texts can be linked and all teachers are taking this into consideration when planning next steps and new spelling assessments which are consistent with teaching and learning content have been introduced. A number of teachers have been carrying out action research into acting on the results of these assessments which has improved the scores of almost all children in P5 & P6.

This year attainment has been tracked on a more regularly basis and action is being discussed in collaboration with our raising attainment team and shared with parents and children. We have evaluated and improved targeted support in literacy and identified and acted upon more specific needs earlier.

Throughout the school we have effectively moderated the application of writing, listening and talking and the literacy benchmarks at a school, local and cross authority level. This has enabled staff to discuss a range of standards within literacy and evidence from class visits and snap shot jotters show that this is beginning to improve consistency of expectation across the school.

Next steps

Explore the similar methodology of Talk for Writing and research how this could enhance the current teaching literacy of writing methodology successfully being implemented.

Continue to use linked texts throughout the school, monitor and evaluate targeted support and further improve the guided reading sessions in P1-3 through exploring the use of space.

Numeracy:

Progress	satisfactory	good	very good	excellent
			x	

Strengths

Almost all children are attaining at their expected level in numeracy and the majority of children have a firm understanding of all taught strategies and can apply these in most situations. Individual children who are not attaining are being tracked and revision and/or support is being put in place. A small number of children have been screened as suitable candidates for Catch Up Numeracy and we have 2 members of staff who have completed the training. These children are showing improvements and one child is now working at the expected level for his age/stage. A small number of children are being given targeted support using the 5 Minute Numeracy toolkit and assessments and class teacher's observations indicate there has been an improvement in basic number skills of the targeted children.

A multi-sensory approach to numeracy and mathematics teaching that uses structured patterns and encourages the understanding of number and number relationships is being successfully used throughout the school and this year we have enhanced this by introducing the Concrete, Pictorial, Abstract (CPA) approach which has decreased the number of children requiring re-teaching and /or increased revision of skills and concepts. In the early level we have ensured that we have established 'Firm Foundations' and this has improved the understanding of numbers in our P1 children.

A new planner is being used effectively to ensure coherence and progression and links are now being made to the benchmarks at all levels to inform opportunities for assessment. Assessments are built in to planning and all children's milestone achievements are tracked and recorded. Children who are not attaining their milestones are given further teaching and any concerns of regular occurrences are discussed at attainment meetings and acted upon.

Next steps

Make more use of basic numbers screening throughout the school.

Ensure numeracy and mathematics assessments have breadth and is embedded and assessed across the curriculum. Continue to increase staff confidence in using the CPA approach.

Health and Wellbeing

Progress	satisfactory	good	very good	excellent
			x	

Strengths

As in previous years we continue to take a nurturing approach to health and well-being and would consider the positive and purposeful learning ethos within the school a strength. There is a strong emphasis on safeguarding children and all staff value the rights afforded to children and take cognisance of this when planning lessons, providing pastoral support and managing behaviour. Universal support is offered within classrooms and our curriculum takes account of the variety of circumstances our children are faced with. Our change and loss programme has once again been found to give children a variety of strategies to deal with such events and sharing problems and concerns is part of the everyday life in school.

Children have recently undertaken a self-assessment against the well-being indicators and this year we will use that information to plan next steps in learning for the class. Parents/carers were invited to a mental health and well-being information event and comments from those in attendance indicated that overall this event has been informative and well received.

Targeted support for HWB have diversified recently and we now offer nurture, behaviour support and the 'Wee Worry Workshop' for children who have social communication difficulties. Another Give Us a Break group ran this year and included one child from another school for the first time.

Next steps

Pilot, in line with our calendar, a new health and well-being structure throughout the school.

Work with our partners in the learning community to explore how adverse childhood experiences can impact on lives and take advice on how we can support this issue in school.

Employability Skills/Positive Destinations

satisfactory	good	very good	excellent
		x	

Strengths

Over the year staff have developed a more secure knowledge and understating of how to develop employability skills in our children and link this with BTC4 skills for work. They have taken part in a learning community network event, looking outwards to Scottish Education Award winning Sanderson High and the practices they have put in place with children working at early and fist level. Staff saw the potential for using some of these ideas in their work in this area. All staff make use of the attributes of the four capacities and skills for work in planning IDL topics and we promote how important it is to be proficient in literacy and numeracy to gain success in the workplace.

Throughout the session all Friendship Fridays have centred around the theme of 'Careers' and skills for work and this cumulated in a successful showcase for parents, turning the school into a 'Careers Centre'. Each class had studied a different range of jobs and places of work and produced information for parents/carers. The following day, pupils were able to visit each other's classes to find out about areas of possible employment and enjoy the 'street food' designed, produced and marketed by each class.

The enterprise committee (P6) worked hard during the year to ensure opportunities for enterprising approaches were built in the life and work of the school and produced a booklet for each class to take to their new teacher with memories of the year and their hopes for the next school year. At the end of their primary school career, P7 produced a school newspaper with every class member taking on a 'working' role.

Next steps

To continue to explore employability skills through ensuring our big ideas for learning and teaching take account of the STEM top 10 employability skills.

The National Context for Education

The National Improvement Framework (NIF) for Scottish Education sets out the Scottish Government's vision to continually improve Scottish Education and to close the attainment gap, delivering both excellence and equity. Our school, working in partnership with South Lanarkshire Council is fully committed to delivering these ambitious aims.

The key priorities of the National Improvement Framework are:

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children
- Improvement in children and young people's health and wellbeing
- Improvement in employability skills and sustained, positive school leaver destinations for all young people

Key drivers of improvement have also been identified, these are:

- School leadership.
- Teacher professionalism.
- Parental engagement.
- Assessment of children's progress.
- School improvement.
- Performance information.



South Lanarkshire Council's overall vision is to "improve the quality of life of everyone in South Lanarkshire Council."

Education Resources' key purpose is to:

"Raise achievement and attainment, inspire learners, transform learning and work in partnership to strengthen our communities"

The priorities relating to this are:

- Deliver high-quality early learning and childcare to give our children the best educational start
- Raise standards in literacy, numeracy and close the poverty-related attainment gap.
- Improve health and wellbeing to enable children and families to flourish.
- Support children and young people to develop their skills for learning, life and work.
- Ensure inclusion and equality are at the heart of what we do.

Our school is committed to taking these priorities forward and developing each driver through our annual School Improvement Plan (SIP.)

Assessment of children's progress throughout the Broad General Education (to end of S3)

As one of the drivers, our school, alongside all schools in Scotland, has been required to report on Curriculum for Excellence levels for literacy and numeracy achieved by all children at the end of stages P1, P4, P7 and S3. This data is submitted to South Lanarkshire Council in June each year and collected subsequently by the Scottish Government. This data is based on teacher judgement, informed by a wide range of assessment evidence including standardised testing where appropriate. As from session 2016/17 all schools in Scotland will be required to participate in the new Scotland National Standardised Assessment (SNSA) project. This will further help inform teacher judgement of levels.

The following table shows benchmarks for children achieving Curriculum for Excellence Levels.

Level	Stage covering 3 years approx.
Early	The pre-school years and P1, or later for some.
First	To the end of P4, but earlier or later for some.
Second	To the end of P7, but earlier or later for some.
Third and Fourth	S1 to S3, but earlier for some. The fourth level broadly equates to Scottish Credit and Qualifications Framework level 4. The fourth level experiences and outcomes are intended to provide possibilities for choice and young people's programmes will not include all of the fourth level outcomes.
Senior phase	S4 to S6, and college or other means of study.

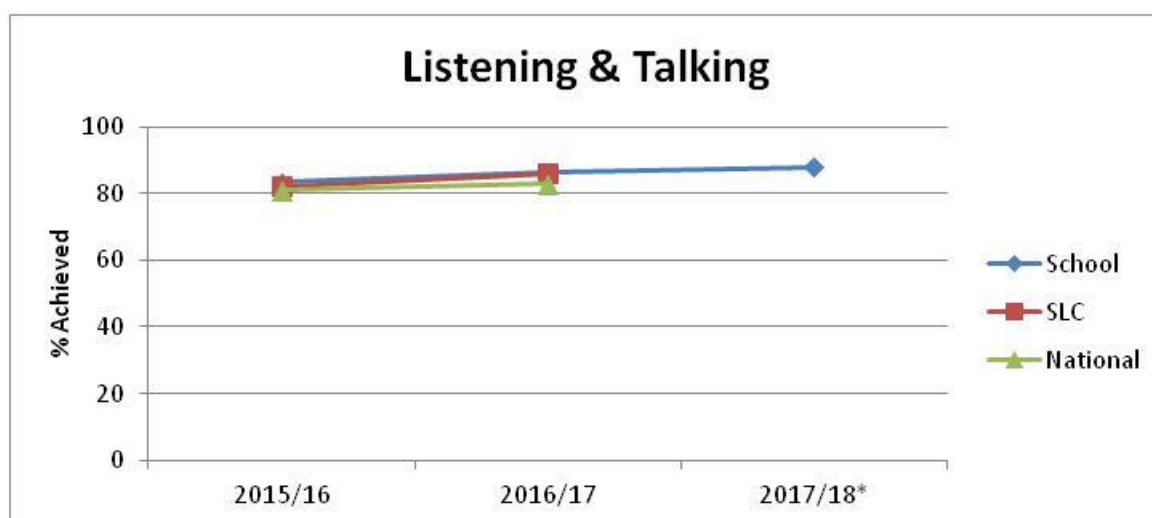
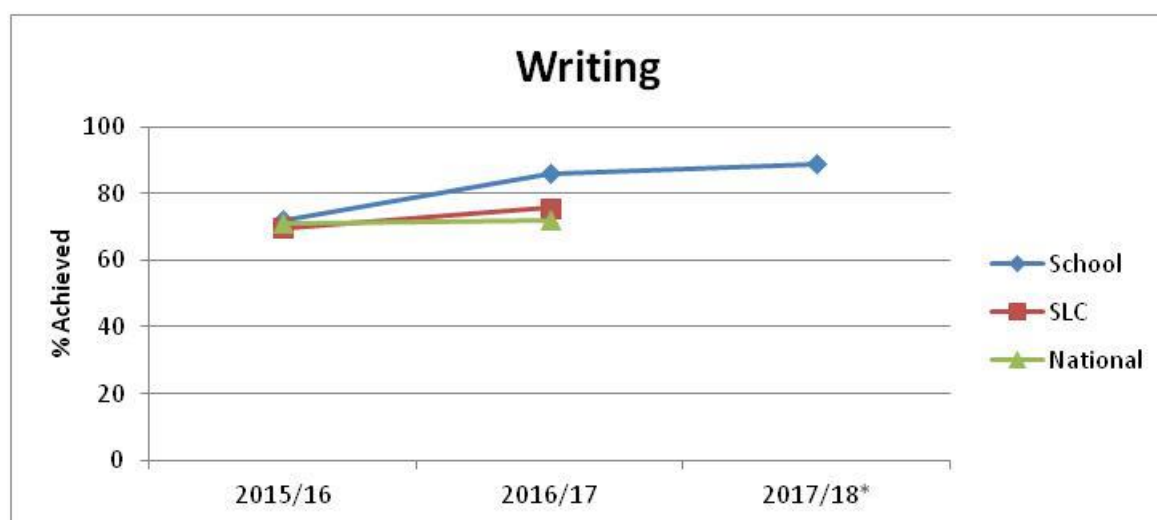
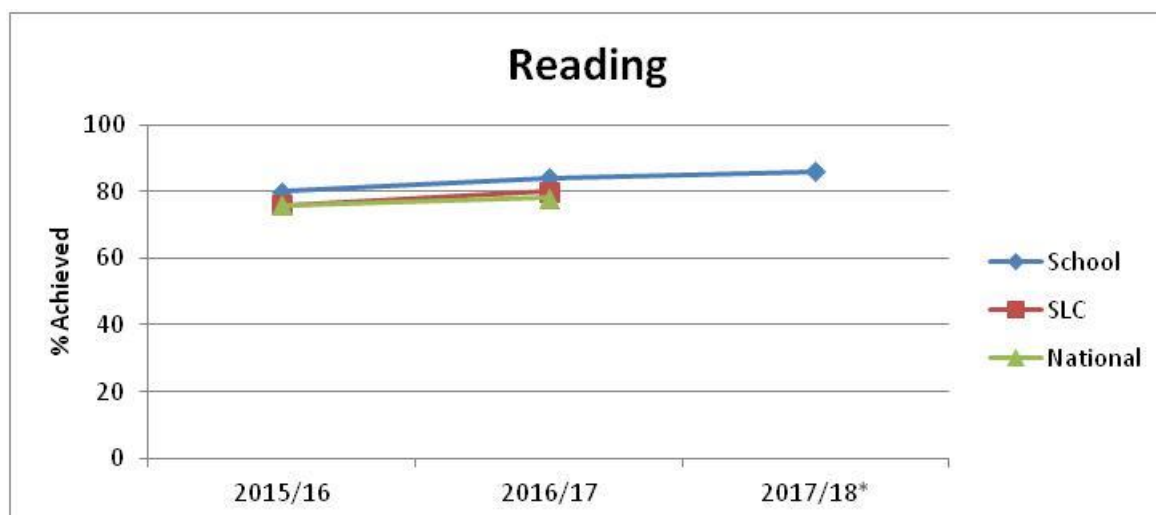
Some children and young people will start learning at these levels earlier and others later, depending upon individual needs and abilities. Many children not attaining National Levels will have an Additional Support Plan (ASP) and may be making good progress but against different milestones e.g. individual targets. Learning progress is not about how fast children move through the levels but about 'how much' and 'how well' children learn, having depth and breadth of experiences at each level.

Assessment of these levels is based on a wide variety of evidence and ways of measuring progress such as assessment of projects, general class work, observations and peer assessment. Where possible, children and young people are encouraged to be directly involved in the assessment process.

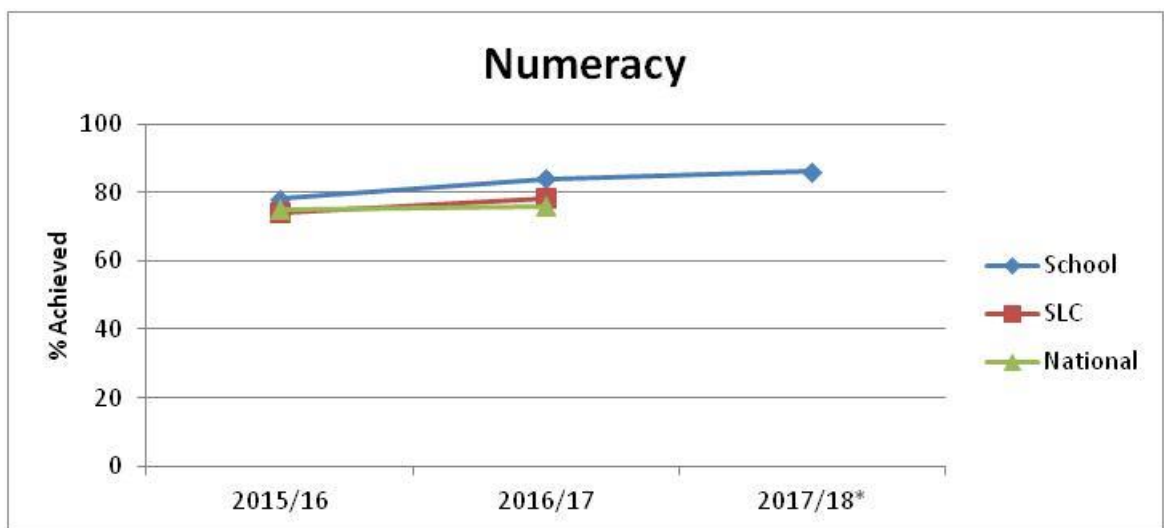
Schools and teachers work with others to set shared standards for assessing progress. These standards are based on National "benchmarks" for each area of the curriculum. This process is called moderation and it ensures that schools have similar expectations.

What follows is our school's data about achievement of these levels for session 15/16 through to session 17/18.

1.1 Attainment data - Attainment of Literacy Curriculum for Excellence levels 2015/16, 2016/17 and 2017/18 (teacher judgement).



1.2 Attainment data - Attainment of Numeracy Curriculum for Excellence levels 2015/16, 2016/17 and 2017/18 (teacher judgement).



Overall quality of our learners' achievements

Highlights of session 2017-18

Session 2017-18 was a very busy school year and all children have made positive steps in their journey to becoming successful learners, confident individuals, responsible citizens and effective contributors.

Attainment data in literacy and numeracy shows almost all children are meeting expected levels and those who are not have made progress to achieving their individual targets. Our curriculum aims to address the needs of the children in their community by providing a wide range of opportunities and experiences with many new initiatives proving very popular within the classrooms.



Over the year a variety of masterclasses have been delivered and children have enjoyed experiences which have enhanced teaching and learning including; whole school outings to the safari park and the theatre, visiting theatre with specialist workshops, visiting the East Kilbride book festival, the library summer reading programme and the First Ministers' reading challenge, social activity days organised by our Parent Council, reading, writing and maths workshops including financial education, specialist music classes with opportunities for P5-7 to learn a musical instrument and the opportunity to share their learning with their peers and families through showcasing an area of learning. This year each class had the opportunity to turn their room into a careers centre with classes choosing to set up a gym, spa, travel agent, emergency services information centre etc. and our P7 class visited Sky Skills Studio and produced a TV news report which was shared with the school.

Opportunities to develop as a responsible citizen continue to grow and once again we have ensured pupils have a voice within the school with our class representative system. P4-7 pupils have the opportunity to be a 'buddy' or a 'Rights Knight' and P3-7 children are part of a school committee such as Fair Trade or Eco. We are supported by parents/carers to encourage children to follow an effective positive behaviour system and this allows everyone in the school community to learn and play in a safe environment. Where this is a challenge for any child support is offered and this year has it been extended to include nurture, behaviour support, dealing with emotions through our 'Wee Worry Workshop', Give us a Break and Lego Build to Express

We continue to enable children to develop as confident individuals in Long Calderwood by encouragement to take calculated risks and providing opportunities to develop a variety of skills for learning, work and life. We have a strong ethos of promoting the pursuit of a healthy and active lifestyle and provide many opportunities for them to do this including using the Better Movers Thinkers programme in PE, tracking fitness levels with older pupils, offering specific health masterclasses such as athletics, lunch and after school active clubs including play club, football, netball, dance, mini fitness etc. and opportunities to take part in competitive events in a safe environment. We make sure all children in the school can swim and offer a course of 12 lessons at the local pool to P3 and again in P4 to those who still need support after this course. We are committed to our children being safe and offer basic cycling skills through balance bikes, a

short basic skills practice block in P4 and then Levels 1 & 2 Bikeability in P5 and P6. To improve our dental health record, P6 or P7 organise a reward system to encourage the replacement of a sugary snack with a fruit or vegetable snack for playtime. We are also supported by the NHS in the tooth brushing programme for P1 & P2. Both these initiatives have led to a small improvement in our dental health statistics.

We believe it is important that children achieve success in different areas of activity and provide the opportunity for every class to take part in a showcase which involves performing to an audience and one which enables them to share with parents/carers what they have been learning. P1-3 work as a team to perform the annual Nativity and all P4-7 children either take part in a Christmas concert or attend musical theatre club where, as part of a company, perform in a concert and musical every year. Over time we have seen the benefit of these experiences and most children will confidently speak in class, at assemblies and events and to a range of visitors.

Opportunities are also provided to ensure the children develop their own beliefs and are able to talk about these. Weekly assemblies take account of many religious festivals, key citizenship days and key speakers from charities. Religious and moral education lessons follow curriculum guidelines and there are opportunities built in throughout the year for the children to observe the Christian religion through classes hosting assemblies at the local church, P6 & 7 attending fun events at the church and the chaplaincy team delivering class talks and assemblies on themes chosen by the school.

We make every effort to ensure our children are able to contribute effectively to society and offer a range of experiences, leadership opportunities and teaching and learning activities to enable them to do so. Our older children successfully run a credit union with the support of a trained parent and this has prompted us to use their skills to assist in the collecting money for other reasons including supporting staff to run the book fair. Linked with our school productions we also support local hospitals, hospices and care homes by taking small choirs to entertain the patients and residents and support the Parent Council Christmas Fair by opening it with a few carols. We encourage an identified group of P7 pupils to volunteer as librarians and throughout the school encourage participation in outside competitions, Parent Council and community events including supporting the local food bank. We also have a group of children from P5-7 who enjoy contributing to various school clubs and events through sharing their technical expertise and their patience and commitment is commendable.

This year we look towards children gaining accreditation for contributing and we begin with the P7 class taking part and hopefully gaining the Prince William Award which aims to: "Help children develop an inner strength that will carry them through life and give them the confidence to be comfortable in their own skin."

Strategies that have been successful in engaging with children and young people, staff, parents and the wider community

At Long Calderwood we value the rights of the child to have freedom of expression and to have their views heard. We democratically elect a head boy and girl each year who lead a team of class representatives chosen by the teachers and children. Regular meetings are held where agendas include decision making, how to resolve issues and ideas put forward by the reps from classmates are discussed. At relevant times children from this group may be asked to speak to people from outwith the school and at Parent Council meetings. Our Parent Council is small supportive group of parents/carers and work very well with staff to take forward the work of the school. This year they have their own improvement priorities set from information gathered from a questionnaire to the Parent Forum.

We value the strong partnership we have with parents and take every opportunity to involve them in their child's education. Every class provides an opportunity for parents/carers to become involved in a show case, we host whole school open afternoons, shows and concerts and at the beginning of the new school session we provide an opportunity for all parents/carers to learn about a new initiative and meet their child's teacher and other parents in the class. We also use this opportunity to raise funds for MacMillan Cancer Support and often have a fun baking competition for the adults. We have two formal opportunities each year

for parents/carers to meet with the teachers however we encourage them to make regular contact with us if there is anything they feel we can support with. Many of them take this up on a regular basis and this has resulted in stronger teacher/parent partnerships.

Working also with individual parents/carers is a priority in Long Calderwood and appointing a raising attainment teacher funded through PEF has improved our ongoing communication with parents/carers of children receiving long and short term targeted interventions. We are also very proud of our highly effective team of school volunteers made up of parents/carers, perspective teaching students, retired teaching staff and parents of our own staff. They have been trained in Scotland Reads, Bikeability, 5 Minute Box and one parent, a bereavement councillor, has also undertaken Give Us a Break training. Regular updates are given to our volunteers by our raising attainment teacher who also takes responsibility for identifying children and communicating information to parents/carers.

Our catchment area is mainly made up of housing with facilities for the community are limited to shops, a hall and churches. Calderwood Baptist Church provides our chaplaincy team and we benefit from close links with the services it provides in the community including supporting a food bank, holding meetings at the coffee shop and linking with groups run by the church. We invite church groups to school events and give children the opportunity to host class assemblies at the church. We also have strong links with the Boys' and Girls' Brigade, Sea Cadets and recently Skill Force who are providing sessions to enable our P7 class to gain the Prince William Award.

Quality Indicator	How are we doing?	How do we know?	School Self-Evaluation
1.1 Self-Evaluation for Self-Improvement	<p>Self-evaluation is a continuous journey with improvements being implemented on a daily basis. There is a very strong ethos of talking about everything we do in all areas and supporting each other to solve problems, take forward ideas and questioning the impact of any current improvement projects.</p> <p>A realistic plan to ensure to ensure there is a regular cycle of evaluating the QIs through the challenge questions is now needed.</p>	<p>This year's VSE was approached with a high level of confidence. Staff accurately evaluated the strengths and actions required to improve targeted support within the school. These began to be put into action prior to the VSE.</p> <p>Plan from last year was too ambitious and did not take account of the depth required for 2.4- personalised support</p>	Good with potential to be very good by March 2019
1.3 Leadership of Change	<p>All staff work well as a team and have high expectations of all learners. We have a vision which aims to enable children to thrive in the 21st century and have the skills and values to make self-improvement a lifelong habit.</p> <p>There is a strong commitment to continually improving the life and work of the school and staff are proactive in ensuring planned changes are well led, well delivered and work as a team to deliver consistent approaches to all areas.</p>	<p>All staff are firmly developing a range of leadership skills through taking lead roles in authority initiatives, working groups and strategy groups. The sharing of knowledge and practice is evident in professional learning settings and individuals are now developing clear roles and remits for aspects of the school Improvement agenda.</p>	Very good
2.3 Learning, teaching and assessment	<p>There is a strong learning culture within our school with an expectation that everyone has the right to learn and this is best brought about by working as a team. Almost all learners are fully engaged in</p>	<p>Professional learning dialogues Observations and comments from visiting specialists. Observations from the VSE team Class/peer visits</p>	Very good

	<p>their activities, are motivated and are progressing towards taking more responsibility for their learning.</p> <p>We have a shared vision and our values feature in highly effective learning and teaching approaches. A range of formative assessments strategies are embedded in classroom practice throughout the school and a range of classroom and standardised assessments are used formatively to inform next steps in learning and identify specific areas for universal and targeted support.</p>	<p>Sharing practice visits from staff from other schools including secondary colleagues.</p> <p>Attainment data</p>	
<p>3.1</p> <p>Ensuring wellbeing, equity and inclusion</p>	<p>We continue to improve wellbeing for children and families through our firm understanding of the wellbeing indicators. All staff ensure that every child feels safe and secure and we deal with their concerns and worries at all levels within school. Targeted support is available to all children with barriers to learning and proactive HWB programmes are providing much needed effective universal support within the classroom.</p> <p>There is a highly effective process to ensure that all children feel included and that those in the most deprived areas are making progress and achieving in line with their peers.</p>	<p>ASPs</p> <p>Meetings with parents</p> <p>Comments from partners in health and social work.</p> <p>Individual interviews with staff (i.e. use of What I think tool)</p> <p>Attainment data</p> <p>Targeted support data.</p>	Very good
<p>3.2 Raising attainment and achievement</p>	<p>Almost all children are attaining at the expected level with some exceeding. Those who are not receive high quality targeted support.</p> <p>Attainment data shows almost all children are on track to achieve the next level in literacy and numeracy and are achieving the benchmarks in the other curricular areas.</p>	<p>Formative assessment</p> <p>Planned classroom assessments</p> <p>Professional dialogue with staff</p> <p>Results of standardised assessments and early level screening.</p>	Very good

Overall evaluation of establishment's capacity for continuous improvement

Over time the staffing in Long Calderwood remains stable and there is strong team very committed to continuous improvement. Two members of staff have completed their middle leadership study and this year they have both chosen to gain experience in an aspect of operational management under the guidance of the Head teacher. Increasingly many teachers are representing the school and learning community at events such as coordinators meetings, moderation events, strategy groups and working parties. This is becoming highly valuable in enabling us to look outwards and learn about practices in other establishments and authorities.

Every member of staff has responsibility for an aspect of the life and work of the school and has a programme of professional learning in place which supports them to lead this very effectively. As a whole staff we are developing a wide range of skills and areas of expertise which make us able not only to deliver high quality first teaching and universal support but can now able to offer more specialised support e.g. Catch Up Literacy and Numeracy, CUSTTAD, Nurture, Lego Build to Express etc. The raising attainment teacher coordinates the support staff to deliver high quality targeted support and although we are keen to become self-sustaining we understand the importance of the need to request assistance when required.

From P4-7, children are led by their class teacher to develop skills to support wider school responsibilities such as Eco-Schools, Fair Trade, Health and Enterprise, which has given staff and children the opportunity to develop capacity to ensure that the needs of the whole school are being met and that continuous improvement involves selecting projects which have a positive impact on attainment and achievement.

Over the past 4 years we have taken part in a Validated Self-Evaluation (VSE) focused on reading, numeracy, formative assessment and targeted support. This self-evaluation process has made significant improvements to the overall capacity for self-evaluation and has raised confidence level in identifying strengths and areas for development. This year the support staff were included throughout the process and it is becoming more common for practice to begin changing during the period running up to day itself. The Head teacher has also been part of a team carrying out VSE in another school and this had extended her skills to support and advise the class teacher leading the self-evaluation process within the school.

This year we believe that as a result of robust self-evaluation throughout the year, we have identified very specific priorities for improvement which will effectively support us in raising attainment and achievement in literacy, numeracy and health and well-being. Our plan shows a strong commitment to improvements which will meet the needs of those children who are living in poverty, ensuring that the gaps identified continue to be addressed and that we look beyond our targeted group meeting expectation and where possible enable them to exceed expectation.

August 2018

