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**Standards and Quality Report of Long Calderwood Primary**

**June 2019**

**School context**

Long Calderwood is a non-denominational, co-educational school serving the Calderwood area of East Kilbride; the housing stock in Calderwood comprises of social, private and private let housing and includes houses and flats used to give women and children refuge from domestic abuse. The building provides a single level bright modern learning environment and a large play area with a full size 3G football pitch.

The school currently has a role of 183 across 7 classes. Our role fluctuates regularly and there can be an average turnover of up to 10 children each academic year. Our free school meal entitlement is 28.5%, which is above the authority, and national averages and 34.7% of our pupils are entitled to a clothing grant; this is also above the authority and national averages.

Our pupils live in the following deciles of the Scottish Index of Multiple Depravation (SIMD).

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| Decile 1 | Decile 2 | Decile 3 | Decile 4 | Decile 5 | Decile 6 | Decile 7 | Decile 8 | Decile 9 | Decile 10 |
| 0.5% | 6.1% | 25.1% | 56.4% | 8.4% | 1.7% | 1.7% | 0.5% | 0% | 0% |

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 of Respect, Excellence, Friendship, Courage, Determination, Inspiration, Equality and Compassion. We aim to achieve this through ‘Working in partnership with families and the local community’ (Mission statement).

Staffing has been very stable over the past 5 years and the current Headteacher has been in post for 8 years now. We have 1 Principal teacher post which is shared 0.5 between 2 teachers who assume a class teacher post for the other half of the week. Each PT is out of class for 1 day per week. We have another 5 class teachers which include 2-part time teachers (0.6 and 0.4). In addition, we have a teacher who works 4 days to cover the class reduction time and another who works 2 days PEF funded with a remit for coordinating raising attainment and additional support needs. We are allocated 3.6 school support staff and fund an additional one day from the Pupil Equity Fund (PEF). Within the school, management and support staff teams are committed to providing targeted support in literacy, numeracy and health and well-being on a timetabled basis. We are also allocated a specialist support teacher one day per week and have a link educational psychologist.

We have strong links with local nurseries, neighbouring primary schools and Calderglen High, our local secondary school. All schools work closely together and our pupils transition between establishments 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 continuing to raise funds to resource a well-being outdoor space in the courtyard and playing a key role in shaping a position paper on the cost of the school day.

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. We run a family play club for a block each session and have piloted the new Play Award for P3 children, which was then launched in June 2019.

As part of the National Improvement Framework Key Priority to close the attainment gap between the most and least disadvantaged children, we have developed acontextual analysis to inform us of areas to target Pupil Equity Funding (PEF).In our school of 183 children, 88% of our children live within deciles 1-4, 33% live in a house within SIMD 1-2 or are eligible for free school meals and 4 children are listed in both. However, not all of these families choose to uptake free school meals on a regular basis. Staff are also aware of other families who are not yet claiming this entitlement. As a school, we are also aware of other children who would benefit from the interventions afforded to us by the pupil equity fund. Management, class teachers and support staff are liaising closely to identify these children. Targeted children are present across all stages with the highest proportion in Primary 2 and 4.

Early literacy has been a school priority over the past few years and new methodologies and pedagogies have been introduced. Both Principal teachers have completed their post graduate qualification in middle leadership; one focused on inclusive pedagogies and closing the vocabulary gap which is currently being embedded across P1-3 and the other focused on the Concrete, Pictorial, Abstract (CPA) approach in numeracy and mathematics and this is also embedded throughout the whole school.

Extra school support assistants (SSA) are deployed in P4 and P5 and as a result the poverty related attainment gap has narrowed; this support includes focus groups in class, Catch Up literacy and numeracy, 5-minute box and along with our P7 reading buddies and school volunteers, Scotland Reads. We have also allocated funds to pay supported study to the teaching staff to work with individual targeted children who are not on track to attain the recommended level for their stage.

This year all classes in P4-7 have been given the opportunity to access accredited wider achievement schemes (Prince William Award and Junior Award for Schools Scheme) within the school day and targeted children have been selected to take part in leadership programmes such as Sports Leader, school librarians and extra-curricular clubs.

**Review of our School Improvement Plan (2018-19) progress**

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| **Priority 1**  To track, analyse and respond to pupil attainment in literacy and numeracy and achievement in health and well-being | |
| **National Improvement Framework**  **Key priorities**   * Improvement in attainment, particularly in literacy and numeracy * Closing the attainment gap between the most and least disadvantaged children | **National Improvement Framework**  **Key drivers**   * Assessment of children’s progress * School improvement * Performance information |
| **How Good is Our School (HGIOS) 4 quality indicators**   * 1.1 Self-evaluation for self-improvement * 2.2 Curriculum * 2.3 Learning, teaching and assessment * 3.2 Raising attainment and achievement/Securing children’s progress | |

**Progress and impact**

To ensure our attainment spreadsheet is a more effective working document, we have removed the health and well-being information from the spreadsheet and created and new platform to record this within the children’s individual tracking records. This information now includes the results of a Getting it Right for Every Child (GIRFEC) questionnaire, which will now be carried out in P4-7 classes at the beginning and end of each session. The Leuven scale of engagement and well-being has been used to track both targeted and non-targeted children and these results have been collected by our Raising Attainment/ASN coordinator and will be discussed and responded to at the beginning of term one of session 2019-20. We have actively encouraged increased participation in wide achievement during and after the school day by offering masterclasses, lunchtime clubs as well as after school clubs. Our new health and well-being programme is a whole school approach and gives the children an opportunity to keep a ‘Jigsaw Journal’ throughout the entire school year.

As a result of these actions staff have noticed increased family engagement in health and well-being and wider achievement, children having increased confidence and vocabulary to talk about how they are feeling at the morning welcome and soft start (P1 & 2). The raising attainment teacher has naturally adopted an increased home-school partnership role as part of the remit and we now have much richer data about our children’s well-being. One of our students was supported by the staff and families to carry out her dissertation comparing the link between reading and numeracy attainment and the participation in out of school clubs. It was a small-scale study, and the school now have access to the results of this and are studying the very small negative correlation between a high number of hours spent in out of school clubs and numeracy attainment.

The work of comparing our data using the government Broad General Education (BGE) tool is being carried out by the headteacher and is still ongoing. However, the headteacher has worked with colleagues from our attainment family and learning community schools and discussions on attainment data have encouraged us to look more at specific groups and collate our attainment over time including recording only for current children and specifically recording the class teachers, new children and children who are not on track.

To ensure we are continually improving assessment in numeracy and mathematics we have undertaken a number of moderation activities and there is now teaching staff agreement on the attributes of high-quality application tasks. Teachers have been planning assessment tasks linked their interdisciplinary learning and are reporting increased confidence in designing such tasks. These tasks now provide teachers with increased evidence of how well individual children are applying their knowledge, understanding, skills and concepts to unfamiliar situations and one teacher has taken part in a richer study through her participation the West Partnership moderation project for the second year running.

Also, in the area of numeracy and mathematics, we have introduced a basic number screening test in P4-7 to our assessment calendar. The results are recorded on the attainment spreadsheet and discussed at attainment meetings. These discussions have resulted in universal support being more dedicated to specific areas of difficulty and some children have been referred for short- and long-term targeted support in this area of the curriculum. A re-assessment has been carried out for all children whose results fell into the below and well-below average range. Our children have been accessing Easimaths at school and more so at home for a number of years now, but this year teachers have made use of progress data from this programme and this has resulted in an increased uptake and revision tasks being targeted to the required areas.

**Next steps**

* Make further adjustments to the attainment spreadsheet to include recording the bands of P1,4 & 7 Scottish National Standardised Assessments (SNSA) and make use of the individual data available to make comparisons in classes, school and nationally.
* Ensure all children who are not on track have an up to date comment in the relevant areas and these are discussed and amended at each attainment meeting.
* Using SEEMIS pastoral notes, record the targeted support in health and well-being and ensure that personal learning planning carried out with support from teachers and family members includes a well-being target.
* Include in the new school diaries a section to record wider achievement both in and out of school for children at late first and second level.
* Continue to moderate assessment tasks in numeracy and mathematics and carry out an audit of revision tasks and how teachers make decisions on the format and content of these.

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| **Priority 2**  Develop and embed high quality learning and teaching across the school and curricular areas | |
| **National Improvement Framework**  **Key priorities**   * Improvement in attainment, particularly in literacy and numeracy * Closing the attainment gap between the most and least disadvantaged children * Improvement in employability skills | **National Improvement Framework**  **Key drivers**   * School leadership * Teacher professionalism * School improvement |
| **How Good is Our School (HGIOS) 4 quality indicators**   * 1.2 Leadership for learning * 2.2 Curriculum * 2.3 Learning, teaching and assessment * 3.2 Raising attainment and achievement/Securing children’s progress * 3.3 Increasing creativity and employability/Developing creativity and skills for life and learning | |

**Progress and impact**

We have 2 class teachers who attend the Tapestry workshops and lead our school Teacher Learning Community (TLC). The sessions follow the Tapestry agenda with professional reading for the new Dylan Williams book, ‘Embedded Formative Assessment’ which all staff have a copy of. The TLC members set their own agenda and this year they have been working on a variety of AiFL strategies including hinge questions, context free learning intentions, process success criteria, mid lesson plenaries feedback and personal learning planning. Teaching staff have also been bought a copy of ‘Visible Learning Feedback’ by Hattie, J and Clark. S and many have begun skimming and scanning this reading. There is a shared understanding throughout the school of the need for consistency of language and strategies from stage to stage and when teachers have learning conversations, they report that almost all children know what they are learning and how to gain success. Tapestry leaders have reported that this is evident during TLC meetings, class visits and walk rounds. Also throughout our VSE visit it was clearly evident that children can talk about the learning taking place in the class and that AiFL strategies are being used consistently to support high quality teaching and learning. The use of strategies are also visible on the class boards/walls, in planning documents and when monitoring through focus groups.

The headteacher has introduced the theory of learning intentions and success criteria to school support assistants who undertake targeted support and as a result there has been some improvement in the quality of verbal feedback during support sessions. The raising attainment teacher continues to monitor the overall quality of these sessions and from the evidence gathered has advised of possible next steps in this area.

In the area of numeracy and mathematics the overall quality of learning experiences has improved this year and all teachers are introducing new learning beginning with a real-life context. This is evident in the short-term planners and learning walk rounds in this area. IDL bundle planners are demonstrating that teachers, where relevant, are including a numeracy focus within the topic and have begun using IDL activities to plan numeracy assessments, which have breadth, depth and challenge. Our numeracy days have proved very popular with staff and children and have provided leadership opportunities for our P6 & 7 children who plan, prepare and teach simple numeracy skills to the younger children throughout the school. In the infant classes more emphasis has been placed on including numeracy activities/resources in the role play area and teachers report evidence of observing children using more mathematical vocabulary during these activities and experiences.

To ensure that children are functioning at a high level in all curricular areas work has been carried out using learning materials from the Education Scotland creativity portal and staff awareness has been raised in the attributes of what gives children the opportunity to function at a high level within a classroom. This was followed up by a practical planning session on IDL planning by the headteacher and most of the staff are finding this structure helpful in addressing and planning experiences for the wider curriculum through interdisciplinary learning.

We had intended to examine each attribute of the high functioning classroom, but found it more worthwhile and realistic to focus on one aspect for the whole school which was collaborative learning, and then individual staff members chose another which he or she judged would be more relevant to the class they were teaching. During our home planned VSE we also decided to evaluate how skilled our children were at solving problems across the curriculum and invited a depute from another school and an area manager from SkillForce Scotland to form part of the team. The self-evaluation exercise beforehand was led by one of the Tapestry leaders. All teaching staff are now able to articulate what attributes allow children to function highly within a class and class observations, VSE visits and staff dialogue demonstrate that the work in this area has had a positive impact on collaborative group working skills and the determination to work through problems to find a solution.

**Next Steps**

* Continue with year 2 of the Tapestry programme and TLC with an increased focus on involving families in personal learning planning at the beginning of the year and moderating written feedback.
* Continue to monitor the quality of verbal feedback during targeted support and raise support assistant awareness in effective questioning.
* Participate in the new West Partnership collaborative learning network to increase staff capability in undertaking ‘small tests of change’ projects to include further work on aspects of numeracy and mathematics focused on mental agility, solving numeracy and mathematical problems and other aspects of the high functioning classroom not addressed this session.

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| **Priority 3**  Identify and remove barriers to learning (also Learning Community priority) | |
| **National Improvement Framework**  **Key priorities**   * Closing the attainment gap between the most and least disadvantaged children * Improvement in children’s health and well-being * Improvement in employability skills | **National Improvement Framework**  **Key drivers**   * School leadership * Parental engagement * School improvement |
| **How Good is Our School (HGIOS) 4 quality indicators**   * 1.2 Leadership for learning * 2.1 Safeguarding and child protection * 2.4 Personalised support * 3.1 ensuring well-being, equality and inclusion * 3.2 Raising attainment and achievement/Securing children’s progress * 3.3 Increasing creativity and employability/Developing creativity and skills for life and learning | |

**Progress and impact**

Along with colleagues from the Calderglen Learning Community staff attended a raising awareness session on Adverse Childhood Experiences (ACEs) delivered by NHS Scotland. Follow up network sessions were attended and almost all staff feel they are well informed about research pertaining to this area of health and well-being. We decided to fund our retired Principal teacher to take on duties as health and well-being coordinator for one day per week and she has represented the school at an additional ACE event and Learning Community planning meetings. Recently, two members of our support team were also given the opportunity from out with the school to attend an additional conference and this was supported by a commitment to release them from core duties. An opportunity for them to share their experience with other staff will be created in the new academic year. This training has resulted in staff having heightened awareness of the need to report and record any significant event for which we have clear evidence of using pastoral notes in SEEMIS and as a result many more children have been referred for targeted support in the area of health and well-being. Class teachers can clearly see evidence of these small group and individual supports having a positive impact on well-being and a closer relationship with the children’s families have allowed us to access services to try to tackle the negative impact ACEs can have on children. This is beginning to break down some barriers to learning.

At the beginning of session 2018-19 staff were introduced to the new local authority toolkit for Equality and Inclusion. This was delivered by our raising attainment teacher and all teaching staff are now using the new staged intervention approach to identify, try to break down and if necessary, refer children who have barriers to learning. We have, as a result, sought out opportunities to increase the range of targeted support we use to break down barriers including ‘Talking and Drawing’, ‘Wee Worry Workshop’ and ‘Choose to Cope’. The children who have attended these targeted sessions and their parents/carers have reported a very positive impact and class teachers have observed the children being more willing to discuss their feelings and higher engagement in learning. In relation to supporting children with autistic spectrum disorders, staff have attended a Learning Community training session with 3 support assistants following this up with a conference held by Children in Scotland. In partnership with 21st Century Families one teacher also attended a Children in Scotland conference on attachment and recently we have formed a new partnership with Wild about East Kilbride and 2 staff were given the opportunity to be trained in forest school skills which will again enable us to widen our diet of targeted support on offer.

This awareness raising has made the teaching staff look at how we promote positive relationships within the school and how we manage behaviour and promote respect. One teacher suggested we invest in a copy of the Paul Dix book ‘When the Adults Change, Everything Changes’ and the headteacher was given the opportunity to hear the author speak at a recent AHDS conference and attend anti-bullying training delivered by a representative of ‘Respect Me’ charity. As a result of this school staff have already began to make small positive changes in how language is used to manage behaviour and in August all staff will attend the training linked to the work of Paul Dix delivered by the company Pivotal Learning. This will be completed in partnership with the other schools in the learning community and followed up by opportunities to engage in professional dialogue within their own school and across the learning community. A class teacher for each school has been appointed and this group will drive forward the agenda for this planned improvement.

In conjunction with priority 1 we are now more consistent and confident in tracking wider achievement and participation in health and well-being. Teachers report having more conversations with children and are finding the information gained from the GIRFEC questionnaire useful in initiating these. We have also used the Leuven scale of health and well-being with both targeted and non-targeted children and during the revised health and well-being lessons there is much more opportunity to speak about participation, accredited and non-accredited wider achievement with after school club registers being analysed and discussed in partnership with our active schools coordinator. Our P3 children have worked in partnership with 21st Century Families to develop a ‘Play Award’ aimed at their stage. This was launched on 17th June at the charity’s AGM when one of our Principal Teachers delivered a presentation on the importance of play. Additionally, our raising attainment teacher who works two days per week was elected Chairperson of the charity. A number of teachers and support staff from Long Calderwood also attended the AGM event.

**Next steps**

* Continue to raise awareness of the negative impact of adverse experiences and how we can support children who come up against these barriers to their learning.
* Continue to widen our diet of targeted support on offer in the area of health and well-being including more outdoor experiences, tracking this through pastoral notes and additional support plans where appropriate.
* Work with our colleagues in the learning community to improve how well we manage behaviour and encourage respect to grow to ensure all children feel safe and able to learn.
* Continue to offer opportunities for wider achievement both accredited and non-accredited with a focus on the new Play Award aimed at P3 children.

**Interventions and progress towards closing the poverty-related attainment gap during**

**2018-19**

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| **Intervention 1- Supported class**  **Description**  This classroom has been set up and is managed by a class teacher (0.5) and is supported (0.5) from the school’s LCRT allocation of school support staff.  A small group of children from P3-P5 follow a curriculum which is adjusted to meet specific needs and gaps in learning. The curriculum includes Fresh Start Phonics and supplementary book banded early readers that provide opportunities for oral literacy. Numicon Breaking Barriers and additional concrete materials have been purchased to support numeracy. Musicality has also been implemented to develop listening skills.  The children in this group have other areas of difficulty for example significant learning difficulties, medical conditions, hearing impairment and ASD diagnosis.  Ongoing advice is sought and given by the Educational Psychologist and Specialist Support Teacher.  **Evaluative comment**  A Primary 2 child with a recent ASD diagnosis has joined the supported class. She is beginning to make steady progress and appears more settled and ready to learn. Within the primary 2 class, the reading group that the pupil was part of are also now making steady progress.  Since March the children who are close to being on track will achieve first level by the end of Primary 4. This is a result of targeted support being delivered in the classroom due to the children with additional support needs being taught in a different setting.  In Primary 4 the targeted child within the supported classroom continues to make steady progress in literacy and numeracy and is achieving his ASP targets. Two other children from primary 4 have since joined the supported class for numeracy. In Primary 5 the child within the supported classroom continues to meet ASP targets and is making steady progress. In the main P5 class there are now more children on track across literacy and numeracy. |
| **Intervention 2- Ready to Learn Breakfast Club**  **Description**  This club is provided to targeted children who have been selected in consultation between school and parents/carers. A choice of hot and cold breakfast is offered in a nurturing and supportive environment. The breakfast club is staffed by overtime from facilities staff.  **Evaluative comment**  Since the interim report it has become more common for the parents to self-refer to breakfast club. It is viewed as a place where families and children feel supported. Four children previously on a compulsory supervision order have had it lifted. The family report that the smooth transition into the school day helps both home and school life. All staff report that children come to class ready to learn at 9am. |
| **Intervention 3- Support for Literacy**  **Description**  Targeted intervention is provided for suitable candidates in Catch Up Literacy, IDL online and Five-Minute Box. Small world play resources have been developed to increase vocabulary thus improving reading comprehension. To ensure guided reading session in P1-P3 and Active Literacy are of the highest quality we have invested in staff training (Tapestry and AILF) and resources (appropriate teaching tables).  A free high-quality lending library is made available to all pupils run by targeted children in Primary 7.  **Evaluative comment**  There were 4 children in Primary 1 receiving 1-1 targeted support for literacy through 5 minute box. This has had a positive impact in their overall attainment. Three of these children have now achieved early level for literacy. The fourth chid is still awaiting assessment from Speech and Language.  In Primary 2 one targeted child is now accessing the supported classroom for literacy. This has created time for our support team to work with 6 children on five-minute box. From the 11 targeted children in Primary 2, 7 are now on track and 2 are exceeding expectation. One child now access the supported classroom and the other will continue to receive 1-1 targeted support. Catch Up Literacy has been accessed by Primary 3 – Primary 7. Ten pupils from our school have accessed this intervention this session.  One targeted Primary 3 pupil will continue to receive the support next session. All targeted children have made gains in their standardised scores.  In Primary 4 seven of the targeted children have achieved Talking and Listening at First level. Six targeted children achieved Reading and Writing at first level. One child who hasn’t achieved will continue to access Catch Up Literacy next session. The other targeted child will continue to work within the supported classroom. We are currently being supported by the Educational Psychologist for this child.  One child from Primary 5 increased her standardised score by 35. This child is now better able to work with her peer group in Literacy as she has acquired the skills. In Primary 6 one targeted chid will continue to benefit from this intervention next session.  In Primary 7 all of the targeted children have achieved first level in Listening and Talking. Three achieved Reading and two achieved Writing. There are 3 targeted children who did not achieve Second level for reading. These pupils have benefited from targeted support from support staff in terms of Catch Up Literacy and the specialist support teacher to fill the gaps since arriving at our school. Four children did not achieve writing. Three of these 4 pupils have additional support needs. |
| **Intervention 4- Support for Numeracy**  **Description**  Targeted intervention is provided for suitable candidates in Catch Up Numeracy and Five-Minute Box. Quality first teaching in Primary 1- Primary 7 is prioritised through staff training (Jo Boaler and TLC) and high-quality resources (Numicon and Heinemann Active Maths).  **Evaluative comment**  Seven pupils have accessed Five Minute Box and 4 have accessed Catch Up Numeracy. All pupils have increased their stanardised scores.  In Primary 1 all children have now achieved Early Level Numeracy. This has been supported by 1-1 targeted support through 5 Minute numeracy box for targeted children.  In Primary 2 three pupils have been supported through 5 minute box. Two of these targeted children will continue to receive interventions; one via supported classroom and the other via 1-1 targeted support in consultation with SST and S&LT.  In Primary 3, five out of 8 targeted children are on track. From the three children not on track, one has a placement via the forum, one access the supported class and one will continue to receive 1-1 targeted support.  In Primary 4 out of 8 targeted children 7 have achieved first level. The eighth child has an ASD diagnosis and is accessing the supported classroom. Two Primary 4 children accessed Catch Up Numeracy and contributed to the attainment increase.  In primary 5 all targeted children are on track for Numeracy. One chid was accessing catch Up Numeracy has since moved to another school.  In primary 6 one targeted child who has recently joined the school will be assessed for Catch Up Numeracy. The other not on track has an ASD diagnosis. He will continue to be supported to meet his individual ASP targets.  In Primary 7 out of 6 targeted children two achieved Second level in Numeracy. Three of these pupils did not start with us in Primary 1. Targeted support and quality first teaching has ensured that they have made progress since joining us but not enough to achieve the end of a level. Two of these children are known to the educational psychologist and two to the specialist support teacher |
| **Intervention 5- Removing barriers to learning (HWB)**  **Description**  All staff have attended training to raise awareness in ACE with one staff member taking a lead role. Nurture sessions and groups are created using the results from the Boxall profiles to identify individual needs and to remove barriers to learning and one member of staff is being trained in the Nurture Accreditation. These interventions include Build to Express, Gardening Club, appropriate resources required and materials to facilitate the Wee Worry Workshop and post winter break, Emotion Works.  A whole school Health and Well-being approach is currently being piloted (Jigsaw) and a teacher has been given time to complete the HWB Assessment.  A new approach to increase participation is the new JASS Award (like the primary Duke of Edinburgh) in P4-P6 has been implemented to ensure targeted children have opportunities to experience and be accredited for enrichment activities.  **Evaluative comment**  During the Summer term two targeted children have joined the Choose to Cope nurture group and are reporting that it is helping with anxiety. Three targeted children from P1 and P2 have been attending the Wee Worry Workshop. The class teachers have reported a positive response from the children. Two targeted children are benefitting from regular nurture sessions with two trained members of staff.  During health and well-being lessons there have been a number of targeted children who have taken the opportunity to talk about their well-being across a variety of subjects. The general ethos within the classrooms is becoming more open and inclusive of everyone’s differences.  Taking time to consider wider achievement and proving opportunities for this during the day has ensured that all targeted children in P4-P7 will receive accreditation either through the Prince William or JASS award scheme. From this there have been satellite programmes where staff have ensured that targeted children are taking part, for example sports’ leaders and karate master classes. This has inspired targeted children to participate in other after school clubs. Some of the children are beginning to realise the benefits of wider achievements and are encouraging their parents to support participation. |
| **Intervention 6: Parent/Carer Support for Accessing the School Day**  **Description**  Transport and trip costs are able to be reduced to help families and children participate fully in all aspects of school life.  We have purchased Discovery Learning Espresso to ensure access to high quality online information is available to all targeted children.  Everyday sundries such as spare school shirts, ties, Halloween costumes etc. are readily available in school to ensure that targeted children are not excluded. We will continue to ensure that there is a free line of communication between home and school via the School App.  **Evaluative comment**  We have funded one Primary 7 child to attend our school residential. In Primary 3 targeted children are able to access swimming lessons cost free. We have provided experiences for example theatre groups and specialists to offer our pupils further opportunities. We have also used the funding to reduce or fund the cost of other school trips. We have introduced individual messaging via the school app to engage with parents who do not have access to email.  We have organised online home and school support for literacy and numeracy via IDLS and Discovery Education. Targeted children are performing well and are accessing these regularly. This has been encouraged by pre and post school sessions where children have access to school computers.  We have also purchased additional sportswear and other items of clothing to ensure that targeted children feel included when representing the school e.g. tournaments and competitions |

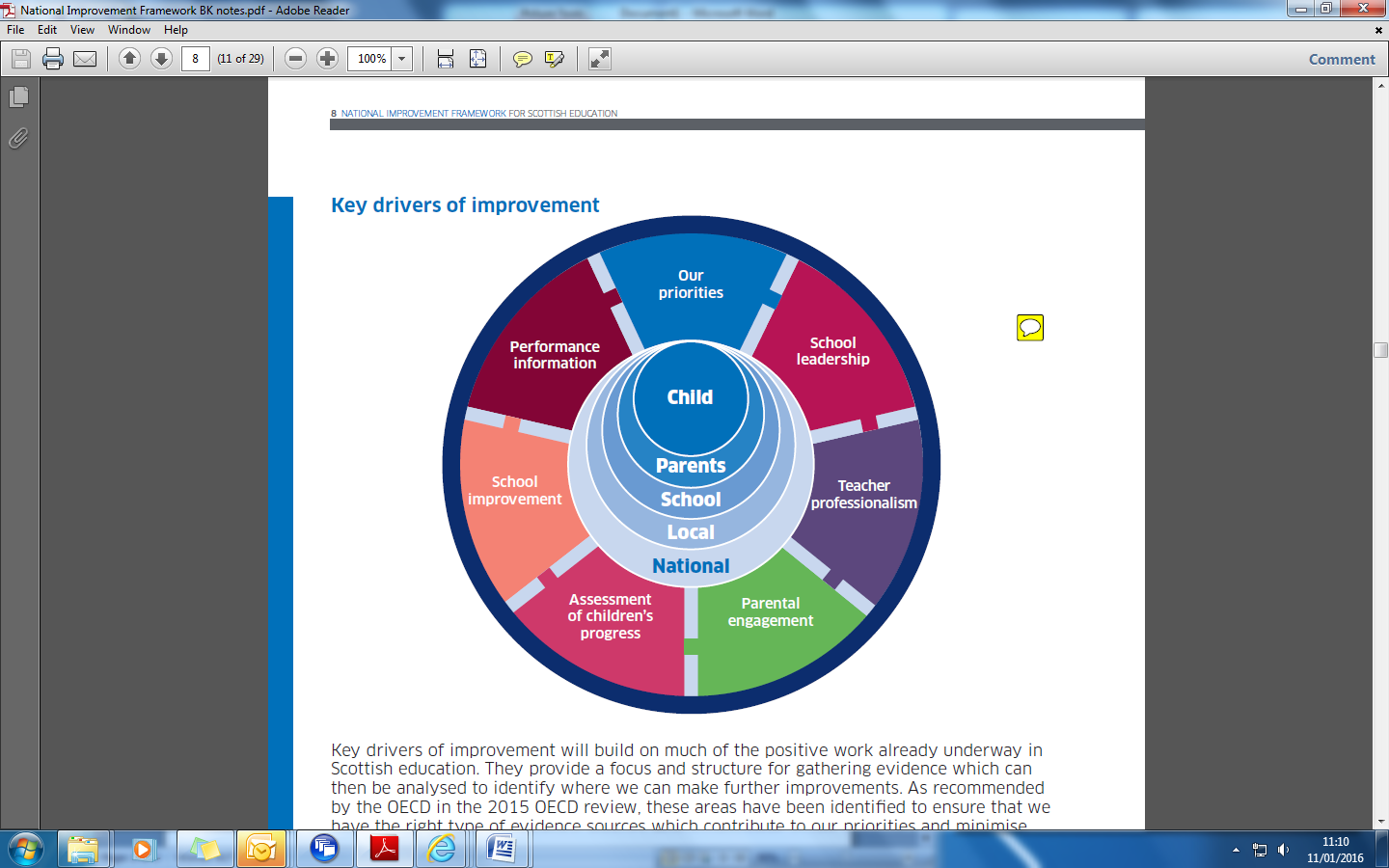
**The National Context for Education**

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.

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| **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 18/19, which represents a three-year trend.

**Attainment data**

**Attainment of Literacy Curriculum for Excellence levels 2015/16, 2016/17 and 2017/18 (teacher judgement – confirmed levels – 3-year trend)**

**Poverty related attainment gap data**

**Analysis of “Closing the Gap” data over time from 2015-2018**

The graphs show our whole school poverty-related attainment gap over time. This information is a collation of the % of children who are achieving expected CfE levels at stages P1, P4 and P7 according to teacher professional judgement. We have made the biggest progress within listening and talking, the gap has closed by 16.53 percentage points in 3 years, whilst the smallest progress has been in numeracy; this gap has widened by 2.79 percentage points in 3 years, as a result, numeracy was a focus for 2018-19 funding.

**Attainment in Primaries 1, 4 & 7 at June 2019**

The graph shows our P1, P4 and P7 poverty related attainment gap at June 2019. This information is a collation of children who have achieved CFE levels. Reading and Writing show the biggest gaps, and this has been caused by the attainment in Primary 7. In this class, we have 9 targeted children; 5 of these children have not achieved second level in reading and writing. All 5 of these children have had 1 or more changes of school and have additional support needs. The additional support plans for these children will continue to be monitored in S1 and the class teacher has created a detailed report using the benchmarks to ensure the gaps that require overtaken in second level are clearly explained to secondary staff. It is expected that all of these children will achieve second level by the end of S1 due the high-quality targeted support provided at Long Calderwood and the progress that has already been made.

**Whole school attainment**

This graph shows our whole school poverty related attainment gap at June 2019. This information is a collation of the percentage of children who are achieving or on track to achieve CFE levels. We have gathered data using teacher professional judgements informed by formative and standardised assessments. The gaps in reading (10%), writing (12%) and numeracy (12%) is noteworthy due to the number of targeted children who have additional support needs. All of these children are however making steady progress with individual targets recorded in his or her Additional Support Plan (ASP). This year we have been working with other agencies to reduce barriers to learning and gain a more accurate picture to ascertain why certain children are not attaining e.g. attendance.

**Achieving Excellence: Overall Progress towards National Improvement Framework Priorities during session 2018-19**

**Literacy:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Progress** | **satisfactory** | **good** | **very good** | **excellent** |
|  |  |  | **x** |  |

**Strengths**

Teaching and learning in literacy continue to be of a very high standard and all staff are committed to continued improvement. Our school continues to welcome visits from colleagues within our learning community and across the wider authority. Members of staff have also visited other schools to deliver literacy training and provide support to colleagues at different stages of their literacy journey. The commitment made to the Early Literacy Training group from various members of staff ensures that our approach to literacy is held in high regard within the local authority. Staff are committed to professional development and have attended a range of training courses related to literacy and subsequently shared learning with colleagues.

At the early level we have introduced oral storytelling based around the Talk4writing methodology into the curriculum. This works alongside our already successful Foundations of Writing programme. Our pupils have shown increased confidence when talking in front of an audience, had opportunities for using new vocabulary in context and shown great creativity and imagination when generating their own stories.

Reading engagement and understanding of vocabulary has improved by the use of matched texts. Linking non-fiction and fiction books with a common theme has allowed more in-depth discussions during guided reading sessions and links to be made with previous learning. We have invested in horseshoe reading tables for our Primary 1 and 2 classes. This assists teachers in being able to clearly listen to all members of the reading group and to readily support them when necessary, as well as ensuring learners remain engaged. The purchase and use of phonic phones also enhance guided reading sessions by allowing learners to clearly hear their own voice during choral reading without noise levels becoming distracting.

Staff in the upper stages are moderating reading comprehension and writing to ensure that there is a clear progression throughout the P4-7 stages. These good examples will be shared with pupils to support their learning and provide clear standards and expectations. We have revised the upper stages reading yearly planner to allow for more flexibility of planning of texts and to enable the use of linking texts. This also allows class teachers to be more responsive in making links with interdisciplinary themes.

Diagnostic screenings and standardised assessments used alongside ongoing teacher assessments continue to inform staff. Class teachers have an excellent knowledge of where their learners are and where they need to go next. The use of the attainment spreadsheet by all members of teaching staff allows data to be accessible for all. Data gathered allow us to identify support needs early and put interventions in place. The progress of targeted children is rigorously monitored by the raising attainment team to ensure interventions remain appropriate and effective. If progress is not as predicted, possible reasons why are investigated, e.g. attendance and strategies are put in place to address this. Training for staff and school volunteers providing interventions has been provided and monitored closely by our raising attainment teacher to ensure input is consistently of a high quality. Moderation is integral to success and is highly effective through regular consultation with class teachers, alongside effective use of timetabling.

Data in reading this session shows that 85% of our Primary 4 learners are band 6 or above and 88% of our Primary 7 learners are band 8 or above. In writing, in Primary 4 86% achieved band 6 or above and in Primary 7 92% of learners achieved band 8 or above. Overall, the majority of our pupils from Primary 2 upwards are reading at or above their chronological age.

**Next steps**

* Introduce a termly oral storytelling approach in Primary 2 to work in tandem with the current writing methodology.
* Continue to monitor and evaluate targeted support across the school.

**Numeracy**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Progress** | **satisfactory** | **good** | **very good** | **excellent** |
|  |  |  | **x** |  |

**Strengths**

Teaching in numeracy and mathematics continues to be of a very high standard. There is a visible consistency throughout the school from P1-7; all staff use the Concrete, Pictorial and Abstract approach to teach new concepts and to develop and strengthen pupils’ conceptual understanding of number. Two of our support staff have attended Numicon training and they both support the classroom learning in the infant classes. Almost all of our pupils confidently explore and apply a variety of strategies within these modes to solve numeracy problems.

Teaching staff use the same planning format to plan lessons. This ensures that all new concepts are introduced through real-life concepts and that there is depth, challenge and progression in lessons. This has decreased the number of children requiring re-teaching and/or increased revision of skills and concepts. Teaching staff confidently design assessment tasks to track and monitor individual progress. Additionally, our teaching staff have worked together to define what makes a quality application task and this ensures that our pupils are experiencing applying their numeracy skills in a variety of meaningful and purposeful contexts.

This year we have introduced basic number screening tests in P4-7. This has supported the class teacher’s judgement of pupil progress enabling them to confidently identify pupils who require targeted support. Individual children who are not attaining are being rigorously tracked and monitored using our attainment data spreadsheet and revision and/or support is being put in place. Training for support staff and school volunteers in 5 Minute Numeracy Box toolkit has been provided and monitored closely by our raising attainment teacher to ensure that interventions are consistently of a high quality. Of the small number of children who are being given this targeted support, assessments and class teacher’s observations indicate that there has been an improvement in their basic number skills. A small number of children have been screened as suitable candidates for Catch Up Numeracy and receive regular and consistent support from two members of staff who are trained in this intervention. These children have made significant improvements and two pupils are now working at their expected level/stage.

Class teachers have made more use of Easimaths data to track and monitor pupil usage and identify individual problem skills. Class teachers have reported that this is having a positive impact on pupils’ abilities to apply previously taught skills when learning new concepts.

This year staff have focussed on planning meaningful numeracy cross-curricular links. They have produced a numeracy across the curriculum planning tool to support planning and assessment of numeracy in interdisciplinary topics. This has resulted in an increased amount of opportunities to teach and assess numeracy skills in cross-curricular themes.

Almost all children are attaining at their expected level in numeracy and the majority of children are able to apply their learning in new situations. Data in this numeracy session shows:

* 100% of our P1 pupils are on track to achieve early level.
* 86% of our P4 pupils are on track to achieve first level.
* 77% of our P7 pupils are on track to achieve second level.

**Next Steps**

* Progress towards ‘Managing Catch Up Numeracy’ level and more members of staff to be trained in Catch Up Numeracy.
* Develop a moderation template to moderate the quality of assessment tasks across the curriculum to ensure that there is breadth, depth and challenge.
* Re-assess the ‘below averages’ and the ‘well below averages’ once a year until they meet their chronological age.

**Health and well-being**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Progress** | **satisfactory** | **good** | **very good** | **excellent** |
|  |  |  | **x** |  |

**Strengths:**

Health and Well-being is of high importance within Long Calderwood. We continue to take a nurturing approach and feel that this is a major strength. Safeguarding of pupils is a top priority for all staff and universal support is offered to children in a variety of ways. All staff are well aware of the differing sets of circumstances faced by our pupils and our curriculum has been tailored to consider this for the benefit of all pupils. A member of staff has been designated as the HWB co-ordinator and she attended the Co-ordinators Meeting in March 2019.

We have been able to offer targeted support in HWB and have been able to support pupils through nurture sessions, behaviour support and use of the Wee Worry Workshop programme, using the ‘Transporters’ resource. Two members of our staff visited another school to see this in action before we began using the resource. Six pupils were initially involved in this with resource with a further 5 this term. These children come from P2-4.

We have continued with our Lego Build to Express for a small number of pupils, from our P1-3 classes led by 2 classroom assistants who are trained in this.

We offered nurture sessions to 5 pupils from P1 and 2, taken by one teacher and one classroom assistant. They were given a one-hour session each week. The classroom assistant was also able to offer a drop in session for a few pupils who had previously benefitted from nurture to check that they were continuing to use strategies covered during these sessions. The classroom assistant was previously trained in nurture and the teacher attended the 3-day training course in October 2018.

This year we have also introduced a new whole school programme for HWB. This was one of our next steps from last year’s report. This ‘Jigsaw’ resource has been well received by pupils who have engaged well with the lessons. It has ensured that there is a clear, coherent progression of lessons and that the whole school are dealing with the same topic but at a level suitable for their age. Each 6-week block of lessons begins with a whole school assembly to set the scene. Pupils enjoy taking part in the assemblies, which are led by the head teacher. After using the programme for a couple of terms, the HWB co-ordinator asked staff to complete a short review to assess the effectiveness of the resource. Staff say that the lessons have been successful in engaging pupils and that they are pitched at a correct level. This will be helpful in making any changes necessary next session to ensure the programme is as successful as possible in our school.

We have bought some ‘Emotion Works’ materials with a view to piloting them before deciding if they should be used in all classes.

A major success this term has been our use of the ‘Choose to Cope’ anxiety resource. Seven pupils in P4-6 were initially selected by their teachers to take part in the programme, with 7 more making up our second group. The 2nd group were from P3-6. Good feedback was received from the first group on how they felt the lessons had been and all within the group had reduced levels of anxiety by the end of their sessions. This was measured by a questionnaire at the start and end of the programme. Feedback was sought from a parent who reported that her son really enjoyed the sessions and that she had noticed a positive difference in him. The second group have almost completed the programme so have not yet completed the questionnaire. One child returned to do the sessions again, at her own request as she felt that she would benefit from further input.

We are currently looking at improving our outdoor education and making more use of our outside space with a view to helping with well-being and readiness to learn. New play equipment has been purchased for use by all pupils and we have had a successful After School Play Club run by 2 members of staff, which has also involved parents. Two members of staff have recently attended training on outdoor learning involving use of saws, fire building and other similar activities.

**Next Steps**

* To use feedback from staff on Jigsaw resource to further improve whole school HWB programme
* To further develop our grounds for outdoor learning and play
* To make more use of previously piloted questionnaires with pupils to gain feedback and improve well-being for all

**Employability skills**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Progress** | **satisfactory** | **good** | **very good** | **excellent** |
|  |  |  | **x** |  |

**Strengths**

Developing employability skills in learners remains a priority in Long Calderwood. Our consistent provision of learning in real life contexts enhances experiences for pupils and ensures understanding of what and why they are learning.

Creativity was the focus of our validated self-evaluation this session. We wanted to evaluate how effectively and creatively our pupils solved problems. Our statement concluded that most of our children are becoming skilled at solving problems. However, some need to develop more persistence/resilience to find a solution and work out next steps. This view was validated by the team who noted that our children had *“a very determined and ‘I can’ attitude”.* They also noted an increase in the skills and attributes associated with problem solving throughout the stages and by P6/7, these had developed to a *“high level”.*

Staff have also explored aspects of the high functioning classroom this session, reflecting on and ensuring, amongst others that organisation of space and approach to tasks is considered during planning. Collaborative working has been a focus throughout the school with pupils taking on a range of roles and responsibilities. This has contributed to learner’s ability to develop and demonstrate skills essential for ongoing education and the wider world of work.

Pupils in primaries 4, 5 and 6 have participated in the JASS award, which promotes wider achievement. They have had opportunities to experience a range of activities, which involve co-operation and teamwork. Primary 4 pupils designed and constructed a mini beast hotel in the playground and enjoyed an outdoor learning experience at Loch Lomond, whilst primary 6 pupils have planned and led school clubs during playtimes and lunchtimes and shown excellent organisational skills. Primary 7 pupils have participated in the Prince William award. This has been hugely successful in preparing pupils for dealing with challenges and enabling the development of key employability skills such as leadership, resolving conflict and taking the initiative. Our annual residential visit for Primary 7 also provides excellent opportunities for our pupils to demonstrate determination, resilience and co-operation skills.

**Next steps**

* Investigate whether the 10% of learners not yet adept at solving problems, identified by the validated self-evaluation is made up of girls.
* Plan more opportunities for less structured problems throughout the school and re-introduce Let’s Think in P1-3.
* Continue to utilise business links within the wider community and through family engagement

**Overall quality of our learners’ achievements**

**Highlights of session 2018-19**

2018-19 proved to be a very productive and successful session. Children at all stages continue to experience a high quality broad and balanced curriculum in line with the Curriculum for Excellence. A particular focus of this session has been the promotion of wider achievement and increased participation in a wide range of activities to support the development of the four capacities. Our P1 & 2 pupils have participated in an afterschool Play Club, P3 have successfully piloted and completed the 21st Century P3 Play Award, P4-6 participated in the JASS Award and P7 gained their Prince William Award.

We have utilised a variety of media to communicate with our parents and this has increased parental engagement. Our school twitter page is updated on an almost daily basis to inform parents of events, learning experiences and achievements within the school day. We have also successfully used our school app to keep our parents up to date with important upcoming events.

Attainment data in literacy and numeracy shows that the majority of children are meeting expected levels and those who are not have made progress to achieving their individual targets. Staff have made better use of attainment data and have liaised closely with our raising attainment teacher which has resulted in high quality targeted support and interventions being put in place.

Our curriculum aims to address the needs of the children in our community by providing a wide range of opportunities and experiences with many new initiatives proving popular in the classrooms. This year we have focussed on developing the attributes of a high functioning classroom and we have been successful in developing pupils’ collaborative, problem solving and creativity skills. This was evident during our Voluntary Validated Self Evaluation day, Numeracy Activity day that was organised by P6 & 7 and all pupil led enterprise events. This year we have promoted the use of ICT applications such as IDL, Dyscalculia, Easimaths and Language Nut, all of which aim to build on individuals’ revision skills. This has had a positive impact on pupils’ learning in class. We have also purchased Discovery Learning and Discovery Education applications to support the interdisciplinary learning in class.

Additionally, we have made better use of areas out with the classrooms. We have created a sensory area to support the needs of individual pupils and we launched our school lending library which each pupil visits fortnightly. Our primary one and two pupils have also benefited from borrowing our home-school story sacks. This has increased parental engagement with our school. Additionally, primary one and two are in the process of developing our courtyard to promote outdoor learning and the importance of play. A music area, gardening area, social area and technology area has been created and we look forward to using this space in the new session.

Over the year a variety of masterclasses have been delivered and children have enjoyed experiences which have enhanced the teaching and learning including; whole school outings to the theatre and Dean Castle, a visiting theatre group and specialised workshops, the library summer reading programme, the First Ministers’ reading challenge, French Cafe and social activity days organised by our Parent Council. P4-6 also visited Dynamic Earth to enrich their knowledge and understanding of their class ‘Extreme Earth’ topics. The classes produced an exhibition to share with the whole school to display their learning. P1 & 2 also visited a farm to support their learning in class. Additionally, P4 visited a John Muir learning experience in Loch Lomond to support their JASS award. Pupils have also participated in a Santander financial education workshop and have participated in specialist music and languages workshop. This year each class had the opportunity to highlight an aspect of their learning which demonstrated their creative skills. Classes chose to showcase a fashion catwalk, artwork, outdoor art and music that they had created.

We continue to enable children to develop as confident individuals in Long Calderwood by encouraging them to take calculated risks and by providing opportunities for them to develop a variety of skills for learning, work and life. We continue to promote a strong ethos of pursuing a healthy and active lifestyle and provide many opportunities for them to do this including the Better Movers Better Thinkers P.E programme, pupil led lunchtime athletics and sports clubs, extra-curricular football, netball, cross-country, athletics and dance clubs. Pupils have also had many opportunities to participate in competitive events in a safe environment. We ensure that all of our children are able to swim and offer a course of 12 lessons at the local pool to P3 and again in P4 to those who need support after the course. We are committed to our children being safe and offer basic cycling skills through balance bikes, and a block of Levels 1 & 2 Bikeability. Our primary seven pupils successfully ran a road safety event for the whole school. To improve our dental record primary seven organise a reward system to encourage the replacement of a sugary snack with a piece of fruit or vegetable for playtime. The NHS in the tooth-brushing programme also supports us for P1 & 2. Both of these initiatives continue to improve and maintain our dental health statistics. This year we have also implemented our new whole school health and wellbeing programme Jigsaw. This has enabled all classes to learn about the same theme at the same time and provide breadth, depth and progression across the school.

We continue to ensure that our pupils are developing as responsible citizens by ensuring that our pupils have a voice within the school with our class representative system. Our P4-7 pupils have the responsibility of being a ‘buddy’ to the younger pupils in the school and P3-7 pupils take on the responsibility of leading one of our school committees such as Eco, Enterprise or ‘Rights Knights’. We use a positive behaviour system throughout the school and this allows everyone in the school community to learn and play in a safe environment. Where this is a challenge for any child then support is offered. This year we have continued to include nurture, behaviour support, dealing with emotions through our ‘Wee Worry Workshop’, ‘Give Us a Break’ and ‘Lego Build to Express’, to support individual pupils.

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 that enables them to share with parents/carers what they have been learning. To commemorate the 100th Anniversary since the end of World War 1 P4-7 performed a Peace Concert to remember those who fought and died in the war. P1-3 performed the annual Nativity and all P4-7 pupils took part in a Christmas concert. Additionally, we provide the opportunity for P4-7 pupils to attend our Musical Theatre Club where, as part of a company they perform in an annual concert and musical every year. Over time, we have seen the benefit that these experiences have had on pupil confidence. Most children develop their ability to speak in front of large audiences including assemblies, 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. Our weekly assemblies focus on learning about many religious festivals, key citizenship days and key speakers from charities. This year we have supported NSPCC, Cancer Research UK and our local foodbank. Religious and moral education lessons follow curriculum guidelines and there are opportunities built 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 our school chaplain delivering whole school assemblies with links to our whole school themes. We have recently purchased a whole school RME programme that provides breadth, depth and progression and we look forward to using this in the new session.

This year we have been very successful in providing leadership opportunities to ensure that our children are able to confidently contribute effectively to society. We have a head boy and a head girl who represent our school at main events. Our older pupils successfully run a credit union with the support of a trained parent and this has prompted us to utilise their skills for collecting money for other events such as collecting ticket money for fun nights and the school book fair. Many of our upper school pupils have a leadership role within the school such as a reading buddy, sports leader, being a member of the technical team, school photographer, library monitor, play monitor and a classroom monitor. Many of our pupils lead lunchtime clubs such as a knitting club, dance club, play club and a football academy. Their commitment to these roles is highly commendable. Our P4 pupils have also been attending a ‘Sporting Memories’ club at our local church to support members of our community with dementia. We also continue to support our local hospital and hospice by taking small choirs to entertain patients.

This year we look towards further developing our pupils’ employability skills by fully embedding our wider achievement and participation programmes throughout the school. We look forward to utilising our courtyard space for outdoor learning and we are excited to implement our whole school RME programme.

**The impact of engaging with children, 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. This is led by one of our classes who are our ‘Rights Knights’ and are led by their class teacher and pupil representative to lead the way forward to keeping this high on the agenda. We democratically elect a head boy and girl each year who lead a team of class representatives chosen by the teachers and children and this year we have extended this to include a deputy heads to allow them to work as a collaborative team of 4.

Regular meetings are held where agendas include decision making, how to resolve issues and ideas put forward by the reps from classmates. We now have a past class reps group whose role is to ensure the playground experience continually improves and this year they have been supported a a school volunteer and have made it possible for all children to access a wider area to play in.

All children from P3 upwards are part of their class committee and these change from year to year depending on topical issues in our world. For example, as well as our ‘Rights Knights’ we have committees covering health, enterprise, ecology and FairTrade. At relevant times children from any committee may be asked to speak to people from out with the school or 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 taken part in consultations involving the cost of the school day and how to make more use of the courtyard for our youngest children. Their strengths lie in fundraising for projects and organising social events for the children including activity days and fun nights. The Christmas Fair is most definitely a family affair with Christmas shopping opportunities for the adults and fun activities for the children.

We value the strong partnership we have with the Parent Forum and take every opportunity to involve them in their child’s schooling. 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 have also used this opportunity to raise funds for MacMilian Cancer Support and often have a fun baking competition for the adults. In addition to these we have two formal opportunites each year for parents/carers to meet with the teachers, however we encourage them to make regluar 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 indivudual parents/carers is a priority in Long Calderwood and appointing a raising attainment teacher funded through PEF has improved our ongoing communciation 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, prospective 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 counciller, has also undertaken Give Us a Break training. Regular updates are given to our volunteers by our raising attainment teacher and this includes confidentiality and child protection and this teacher also takes responsibility for identifying children and communicating information to parents/carers.

Our catchment area is mainly made up of housing and 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 SkillForce who have provided sessions to enable our P7 class to gain the Prince William Award and will work with our P6 class next year.

As a school we are committed to promoting the value of traditonal play and our school is also the office address for the charity, 21st Century Families’, our raising attainment teacher has taken over as chairperson recently and two of our parents are secretary and a trustee. We also have another member of staff who is also a trustee and one of our support assistants is a volunteer. Recently we have made links with one of our new P1 parents who is involved in ‘Wild about EK’, an organisation promoting the great outdoors and a teacher and support assistant have recently been trained in the use of fire and tools. Both members of staff will work with families over the summer break and on return will form part of a team to promote outdoor leanring. The most significant impact this partnership has brought about this session is the Play Award for P3 which our very own P3 class and their teacher have developed and piloted. The children’s and parents evaluations were extremely positive and we are looking forward to taking this on board with our current P2 class next year.

We are a small staff team and we work well together to take forward all aspects of school improvement. We enjoy engaging with other school both in and outside our learning community and have recently been working with our local ASN secondary to showcase both our dance troupes and celebrate the achievments of a former pupil who led the dance group from Sanderson high. This year we are looking forward to forming wider partnerships with other staff including the work on Pivotal Learning with our learning community schools and the action research project with other West Partnership schools.

|  |  |  |  |
| --- | --- | --- | --- |
| **Quality Indicator** | **Strengths** | **Areas for development** | **School Self-Evaluation** |
| 1.1  Self-Evaluation for Self-Improvement | * Participation in VSE continues to identify specific areas of teaching and learning requiring improvement * Tracking attainment information informs how well our children are learning and which gaps need addressed. * Varied termly evaluations are having a positive impact on the quality of professional dialogue | * Re-form an improvement committee with a wider variety of stakeholders * Collate the range of appropriate evidence collected in accordance with the quality indicators * Commence an in- depth self-evaluation of 2.3 and 3.2, concluding with a written statement of both | Good |
| 1.3  Leadership of Change | * Staff work well as a team and have high expectations of all learners. * There is a strong commitment to continually improving the life and work of the school * Staff have a clear understanding of the strengths and development areas of the school. | * Strengthen confidence in practitioner enquiry and action research as a tool for school improvement * Re-visit the vision and values of the school with all stakeholders * Continue to encourage leadership at all levels and widen the opportunities for pupils to lead change | Very good |
| 2.3  Learning, teaching and assessment | * A strong learning culture within the school with an expectation that everyone has the right to learn and be the best he/she can be. * Achievements both in and out of school are recognised and participation is encouraged throughout the school * Almost all learners are fully engaged in their activities, are motivated and are progressing towards taking more responsibility for their learning. * Teaching and learning methodologies used are evidence based and are consistently used across the school according to stage and needs of children/groups/classes and levels * Teachers embed a variety of formative assessments strategies in classroom practice throughout the school and a range of classroom and use standardised assessments formatively to inform next steps in learning and identify specific areas for universal and targeted support. | * Continue to moderate expected standards and attainment evidence across the school with a focus on first level writing and talking and listening at both first and second levels * Examine the planned experiences and opportunities to ensure accurate assessment of talking and listening across the curriculum | Very good |
| 3.1  Ensuring wellbeing, equity and inclusion | * Varied opportunities for children to develop their health and well-being are being used to develop emotional awareness and interpersonal skills * All children experience 2 hours of quality physical education through BMT and a range of masterclasses in specific sports * Staff have a clear understanding of GIRFEC and can identify a range of needs * Parents are fully involved in staged intervention * A range of approaches are having a positive impact in meeting the needs of children who face specific challenges * Strong relationships across the community * An active lifestyle is promoted and children who require targeted support are identified | * Expand the use of an enquiry based approach in HWB and RME areas to ensure there are opportunities to develop all aspects of wellbeing * Observe how the new planned behaviour management system promotes inclusion and equality for all * Re-visit the guidelines on anti-bullying ensuring all children feel safe, respected and ready to learn | Very good |
| 3.2 Raising attainment and achievement | * Overall, the majority of children are attaining at the expected level with some exceeding. Those who are not receive high quality targeted support. * Staff track progress well in literacy and numeracy, responding to gaps in attainment in a timely and focused way. * Staff are aware of the poverty related attainment gap and all staff are commitment to reducing this through support * We now carefully track attainment over time and regular meetings with HT identify children/groups who require targeted support. * Children are developing a wider range of achievements including accredited awards and leadership opportunities. * Children are beginning to function at a high level and are becoming skilled at working collaboratively and solving problems across the curriculum. * We monitor children’s progress with barriers to learning and children with additional support needs are achieving their individual targets. * We seek opportunities to widen experiences and broaden children’s knowledge of the world.   . | * Continue to develop experiences and opportunities that allow children to function at a high level within the classroom * Improve resilience across the school community (staff, children and targeted families) * Expand ways in which we provide opportunities to broaden children’s knowledge and understanding of the world. | 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 in June 2019, both were successful in securing the position of Principal Teacher, which they now job-share. Many teachers continue to represent the school and learning community at events such as coordinators meetings, moderation events, strategy groups and working parties. This has encouraged us to look outwards and learn how we can examine practices in other establishments and authorities and evaluate how this can influence our planning for improvement.

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 staff, we are continually seeking opportunities to develop a wide range of skills and areas of expertise and this has enable us to improve the delivery of quality first teaching and universal support. We are in a position to offer more specialised support e.g. Catch Up Literacy and Numeracy, CUSTAAD, Nurture, Lego Build to Express etc. The raising attainment teacher manages 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.

We have noticed this year that our children and school volunteers are also keen to develop their leadership capacity and have provided opportunities to begin this work. We have noticed that individuals who have taken part in such activities are taking increased initiative to plan their own involvement in school improvement and

We continue to organise our own Validated Self-Evaluation (VSE) and this year we invited a non-teacher volunteer to be part of the team. Each year a different teacher leads the preparation of the self-evaluation statement and another will serve on the team validating this statement. Again, we notice this process has made significant improvements to the overall capacity for self-evaluation and is working well to identify very specific strengths and areas for improvement. The headteacher continues to volunteer as a team member to carry out VSE in another school; this had extended her skills to support and advise the class teacher leading the self-evaluation process within the school.

This year we have identified some very specific priorities for improvement, which will effectively support us in raising attainment and achievement in literacy, numeracy and health and well-being. Some of these priorities are small, we have decided the best way to improve capability, and capacity to work on these is to ensure staff are confident in using small-scale action research with his or her classroom and we will work with Lanark Grammar and another school in the West Partnership to do this.

Signed:

Date: