



Long Calderwood Primary School Standards and Quality Report 21/22

Context of the school

Long Calderwood is a non-denominational, co-educational school serving the Calderwood area of East Kilbride; the housing stock in Calderwood comprises 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 9-a-side 3G football pitch.

The school currently has a roll of 168 across 7 classes. Our roll fluctuates regularly and there can be an average turnover of up to 10 children each academic year. Our free school meal entitlement is 29%, which is above the authority, and national averages.

Our pupils live in the following deciles of the Scottish Index of Multiple Deprivation (SIMD). **Please note some children not counted as new addresses have yet to be assigned.**

Decile 1	Decile 2	Decile 3	Decile 4	Decile 5	Decile 6	Decile 7	Decile 8	Decile 9	Decile 10
0%	1%	26%	26%	28%	11%	0.6%	3%	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 8 years and the current Headteacher has been in post for 11 years now. We have 1 Principal Teacher (PT) post which is shared 0.5 between 2 teachers who assume a class teacher post for the other half of the week. We are allocated 3.8 school support staff and fund 2 additional days from the Pupil Equity Fund (PEF). We also fund a teacher 0.5 from the PEF funding. 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 transfer 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 resource a well-being outdoor space in the courtyard and a new reading for enjoyment project called 'Books at Bus Stops'. 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 and our P1-3 participate in the 21st Century Families Play Award.

Our School

The academic session of 21/22 began with the expectation that we would implement our recovery plan and begin to close the learning gaps that had emerged from the periods of school closures. Children had now experienced two lockdowns and periods of severe restrictions on home and school life. Many children now have important gaps in learning and although we attempted a return to the broader curriculum, once again we had to prioritise Literacy, Numeracy and Health and well-being, restricting teaching methodologies to try to prevent the spread of the virus. Recovery has been consistently hindered by ongoing covid restrictions, persistent illness reaching across the school community and regular occurrences of self-isolation primarily brought about by the Omicron variant. For staff, networking opportunities were limiting and teachers often had to balance running both face to face and remote learning classrooms simultaneously.

In addition, a significant number of children have not regained their stamina and perseverance for learning and often find it difficult to maintain focus. Some children are presenting with more distressing behaviours and often find it difficult to resolve conflict without adult support and self-esteem is noticeably lower in those who had worked hard to improve their confidence before the pandemic. Although external support began to improve during 21/22 it has only recently returned to pre-pandemic levels and the relationships we enjoyed with our parents and carers need to be rebuilt as a matter of priority in session 22/23.

Despite all of this, session 21/22 was successful in many ways and with the positive attitude of staff, pupils and parents/carers who have worked hard to come to terms with the challenges of the pandemic we successfully:

- Ensured smooth transitions into P1 and S1 with the support of our nursery and secondary partners;
- Kept parents/carers informed of their child's day to day activities and progress through Twitter and video streamed meetings;
- Used online platforms for homework and remote learning;
- Raised awareness of the importance of healthy snacking and daily fresh air and exercise;
- Took advantage of the removal of restrictions after the spring break and enjoyed welcoming parents and carers to a school concert and cost saving summer fair to celebrate the Queen's Jubilee;
- Began to rebuild a work and learning ethos throughout the school including the introduction of staff and pupil working parties; and
- Built strong relationships with parents/carers of targeted children and those with additional support needs.

Our successes have resulted in us achieving:

- Our Core level Reading Schools award thus raising awareness of reading for pleasure, improving the love of reading, providing a free lending library and dedicating curriculum time to this activity;
- Google accreditation for one member of staff which has resulted in a teacher who can lead and support all other staff in this area;
- An improvement in talking and listening skills by embedding play in the P2/3 curriculum;
- The creation of bespoke programme for sexual health and relationships education, combining the most effective practices and resources from a range of sources;
- An improved acceptance of the importance of working together as a whole school; and
- The reintroduction of our full programme of extracurricular activities and sporting events throughout the school with the support of our 'Active Schools' partners.

Review of progress for session Aug 2021- June 2022

School priority 1: Continuity of Learning

NIF Priority (select from drop down menus)

Improvements in attainment, particularly in literacy and numeracy

NIF Driver

Assessment of children's progress

HGIOS?4 QIs (select from drop down menus)

2.2 Curriculum

3.3 Increasing creativity and employability

2.3 Learning, teaching and assessment

Strategy

What did we set out to do?

We recognised the need to return to a broader curriculum to ensure pupils experienced opportunities to apply skills and develop knowledge across a wider range of areas. We planned introducing known methodologies and aimed to have a stronger emphasis on learning outdoors and real life contexts for learning. It was also an important part of our strategy to access as many different resources as were available and due to the pandemic make more use of virtual tours, presentations and online live sessions. Classes would also take responsibility for their own enterprise events until it was safe to work across classes and we would continue to use Google Classroom to share resources and upskill the children through the technologies programme. We planned to launch an online platform for pupils to access resources in the event of absence and review the assessment calendar to allow us to re-introduce standardised assessments and glean more information about the attainment gap. We also realised that we needed to promote a culture beyond the core literacy and signed up for the Reading Schools accreditation to get support with this and in addition to this we set out to re-introduce external awards for the children in the contexts of JASS for P4-7 and the Play award for P1-3.

Progress and Impact

What difference did we see? What did we achieve?

We have successfully returned to a broader curriculum. We have used termly thematic planning effectively to reduce staff workload, share good practice and ensure progression and consistency across a level. Pupils have responded positively to the broader curriculum and have particularly enjoyed performing a class showcase to the rest of the school. We have collegiately created a portal for all staff to access quality support and professional learning (PL) opportunities. This also includes relevant guidance on current teaching methodologies, resources and opportunities for further professional reading. Leaders of learning are easily identifiable to staff and readily available to offer support as required.

All staff share a common understanding of their collective responsibility for addressing learners' needs. Staff demonstrate a thorough knowledge of the children in their class and provide highly effective support and challenge. Staff have participated in quality PL to deepen their knowledge of formative assessment strategies and subsequently these are effectively and consistently used throughout the school.

Structured play has been introduced for Primary 2 and 3 pupils. Each class has 2 sessions per week and participates enthusiastically in varied and purposeful activities.

Staff have utilised real life contexts to successfully apply their knowledge and understanding in numeracy and literacy. For example, P7 has undertaken a car wash enterprise. This gave them valuable experience in planning, resourcing, financing, advertising and customer service.

Through increasing the opportunities for pupils to access the outdoors, we have noted higher levels of wellbeing in most pupils. Our courtyard is regularly used by Primary 1 and 2 and provides our younger pupils with open-ended learning. All classes have increased the amount of time they spend outdoors through:

- daily exercise
- outdoor PE lessons
- outdoor play equipment
- nature projects
- P1-3 play award

Families were highly engaged in the Courtyard Club and Woodland Explorers Club.

We successfully implemented a suite of digital applications into the Primary 4 -7 Technologies programme and an online platform has been created and some online content has already been uploaded focussing on spelling.

The ICT co-ordinator has received external certification up to level 2. Some staff have improved their knowledge and awareness of other digital applications to enhance teaching and learning and to manage workload and communication. Staff have been surveyed to ascertain confidence levels, gauge learning interests and scope areas for future development.

Next Step(s) to inform SIP for 2022/2023:

- Encourage the safe and responsible use of technology online
- Continue to extend opportunities for play to include older children and a wider variety of curricular activities.
- Target universal support in the classroom, targeted support for individuals to raise attainment in numeracy and literacy.

School priority 2: Promote the health and wellbeing of children, parents/carers and staff

NIF Priority (select from drop down menus)
Improvement in children and young people's health and wellbeing
NIF Driver
Assessment of children's progress
Teacher professionalism

HGIOS?4 QIs (select from drop down menus)
3.1 Ensuring wellbeing, equality and inclusion
2.2 Curriculum

Strategy

What did we set out to do?

Our overall strategy for health and wellbeing was reconnection. We anticipated that the negative impact of the pandemic would still be prevalent and that the health and wellbeing of our school community would be affected and we decided to appoint a health and wellbeing coordinator. We would reintroduce buddies within the covid guidelines and examine the HWB curriculum for any changes required as we came out of the pandemic. Relationships and coping with the high number of absences was a challenge and the use of remote learning had to be considered for pupils with covid or self-isolating.

We also saw the need to address fitness, stamina and healthy eating to improve mental and physical stamina and where possible give the children opportunities to participate in extracurricular activities and sports.

Progress and Impact

What difference did we see? What did we achieve?

Whole school well-being

A committed health and wellbeing coordinator was appointed at the beginning of the school year to lead a working party and drive forward our action plan.

The HWB coordinator successfully led a pupil health champion focus group to support and promote the 'Smart Snack' initiative which is now embedded throughout the school. This was supported with a health assembly and a healthy eating day to launch the project. The majority of our children now choose to bring in a low sugar snack for their playtime as a result of this project. We have shared the 'Smart Snacks' resources with parents and carers so that this continues from school to home. This has helped to improve the participation in the initiative as parents and carers are buying low sugar snacks for their child to bring to school.

Our whole school 'Eat them to defeat them' initiative was effective in providing some of our pupils with the opportunity to try vegetables that they had not tried before. Pupils commented positively on this experience and many pupils shared with staff that they had been eating more vegetables at home.

The change and loss programme has been successfully offered on a 1:1 basis and to a selected small group of targeted children this year. Targeted children were also offered additional support out with the class such as counselling, nurture groups and Lego Build to Express to support their social emotional wellbeing. Pupils have responded positively to these interventions which have helped to improve their participation in learning.

All classes have walked for 15 minutes most days of the week in the afternoons. This has helped to improve the focus and concentration in afternoon lessons and improve pupil mood.

In the infant classes there are weekly timetabled courtyard sessions as part of structured play. This has improved overall wellbeing and social skills.

Due to the gradual reductions in social distancing we have been able to reconnect

between classes, bubbles and eventually towards full school assemblies. This has been successful in helping to recover the positive ethos of the school and widen the friendships of pupils of differing ages. It has also allowed pupils to collaborate in their learning with pupils from other classes.

The health and wellbeing working party group have successfully reviewed the Jigsaw 'Changing Me' and SHRE lessons and have created a progressive planner from early level to the end of second level. The planner packs include suggested age appropriate resources to support the experiences and outcomes at each stage.

Next Step(s) to inform SIP for 2022/2023:

- Focus on readiness to learn including raising awareness of healthy eating through parent/carer partnerships and cooking.
- Focus on developing mental stamina and resilience through more outdoor learning opportunities, play in the upper school and JASS to support development of social skills and mental health and wellbeing of our pupils

National priority: Closing the poverty related attainment gap to achieve excellence and Equity?

NIF Priority (select from drop down menus)
Closing the attainment gap between the most and least disadvantaged children
NIF Driver
Performance information
School Improvement

HGIOS?4 QIs (select from drop down menus)
3.2 Raising attainment and achievement
3.1 Ensuring wellbeing, equality and inclusion
2.4 Personalised support

Strategy

What did we set out to do?

As part of this national priority to close the poverty related attainment gap, we have developed a contextual analysis to inform us of areas to target Pupil Equity Funding (PEF). In our school of 168 children, 81% of our children live within deciles 1-5, 30% live in a house within SIMD 1-2 or are eligible for free schools and targeted children are present across all stages.

In session 21/22 our main priority was to gather and collate data to enable us to meet the learning and wellbeing needs of our targeted children and identify the extent of the poverty related attainment gap. This along with identifying the barriers to learning would allow us to prioritise targeted support which was still restricted due to covid regulations and staff and pupil absence. We funded a Youth and Family Learning worker to focus on absence and lateness and tasked her with building positive relationships with targeted families to improve this.

We also understood the financial impact of the pandemic and aimed to ask for as little money as possible from parents. In addition to this we were committed to provide access to digital technology and use the legacy from remote learning to support targeted children.

Progress and Impact

What difference did we see? What did we achieve?

Almost all targeted children with additional support needs have successfully achieved most of their targets in their plans. This has happened as a result of focused targeted support which is specific and relevant to the learning or wellbeing needs of the children. As a result all children have increased their capacity to access the wider curriculum and are making good progress with literacy and/or numeracy. A 'Barriers to Learning' profile has been created for every targeted child and has been successful in allowing us to focus appropriate interventions on an individual basis.

This year we have re-introduced systematic tracking and monitoring of attainment and achievement. This has resulted in staff having more meaningful and accurate data from which to identify learning needs and successfully evaluate progress. The Leuven scale for wellbeing and involvement is being used consistently from P1-P7 and through observations, teachers have made clear judgments on children's engagement and wellbeing. Staff are more aware of the impact of poverty and have a raised awareness of Foetal Alcohol Syndrome Disorder.

The participatory budget (pb) group was successfully established and the consultation with stakeholders was undertaken at a brisk pace and 3 suitable projects were selected by the school community.

There has been a small increase in engagement with a few online learning platforms at home and in school teachers are successfully using these platforms for homework, targeted support, practice tasks, revision and lessons. The communication channel prioritises the information parents/carers need and is now our main vehicle for contacting the wider parent/carer body and we have successfully opened a line of communication with the Parent Council members to consult on a new Communications strategy for the whole school.

We have significantly reduced the cost of the school day through carefully planning the school calendar to include less costly events whilst maintaining a range of experiences which are inclusive for all children. We have regularly informed parents/carers of ways to reduce household expenditure through information, links to special offers and advice and hosted a small spring fair to give parents/carers the opportunity to purchase discounted and pre-loved items/services. All stationary is provided in school and we have adopted a relaxed uniform policy. A new CoSD paper was issued to parents/carers in June 2022.

Next Step(s) to inform SIP for 2022/2023:

- Increase the frequency and range of targeted support and focus on regular attendance.
- Re-structure the format of termly attainment meetings to increase the focus on universal support throughout the school.
- Raise profile of online learning platforms and host workshops for staff and parents/carers to explore the potential of learning opportunities.
- Expand teacher's knowledge of more barriers to learning e.g. anxiety related absence and include all children with ASN and use results to inform possible group interventions.
- Explore ways to increase the range of experiences we offer whilst taking account of the increasing cost of living.

Long Calderwood Primary School -
Attainment graphs including 21-22
results



