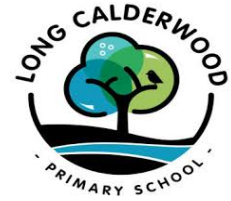




Long Calderwood Primary School
Standards and Quality Report 2024-25



Context of 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. The school building provides a single level, bright, modern learning environment. The school has a large outdoor playground with a 9-a-side 3G football pitch. We are currently developing the playground and courtyard classroom to provide improved facilities for learning outdoors. Our pupils enjoy the physical aspect of health and wellbeing. A range of extra-curricular activities are offered throughout the school session and our children participate in many sporting events.

At the end of session 2024-25, all stakeholders were consulted on our school vision and values to take account of the changing society we are now living in. In August 2025, the process will continue and by October 2025, it is hoped that we will have a refreshed vision, values and motto which all stakeholders will recognise, be familiar with and be able to relate to. Our school curriculum is regularly reviewed and takes account of the four capacities, the nurturing ethos of the school and children's rights. Staff plan a range of learning experiences across the four contexts for learning and use a variety of teaching and learning pedagogies to ensure the experiences we provide meet the needs of all learners.

For a number of years, staffing had been very consistent. However, in the last 12 months, there have been a number of changes with experienced class teachers taking up secondment opportunities and the Head Teacher retiring. A new Head Teacher was appointed on an acting basis in January 2025, and was appointed permanently in March 2025. Within the school, senior leadership staff, teachers and support staff are committed to providing universal and targeted support in literacy, numeracy and health and wellbeing. We have a specialist support teacher who delivers support and interventions to targeted children two mornings per week.

The Parent Council plays an important role in the life of the school, and we are fortunate to be supported by the wider parent forum. The Parent Council meets regularly throughout the session and supports the school through fundraising events and the purchasing of additional resources.

Strategic Priority 1: *Further improve play based pedagogy in P1 and P2.*

Progress and Impact

In session 24-25, three designated play areas - social, creative, and discovery - were established in the P2 classroom, with play taking place each morning. This approach fostered a strong sense of independence, with observations indicating that almost all pupils were actively engaged and independently choosing activities. Pupils were also creatively using the available resources to develop their own play, demonstrating sustained enthusiasm and involvement.

In P2, pupils shared their interests early in session 24-25, which directly informed the planning of their Interdisciplinary Learning (IDL) topics. While the P2 classroom has not been adapted as extensively as the P1 environment, purposeful adjustments were made in response to pupil interests, for example setting up a shop area to support learning about money. These adaptations have helped to ensure learning remains relevant, engaging and rooted in pupils' own ideas.

P1 and P2 staff engaged in ongoing professional dialogue and collaboration, with a focus on adapting play observations to better meet the needs of their classes. While play observations and evaluations were used, staff found them to be time-consuming and not as impactful as was hoped. As a result, these tools will be reviewed in session 25-26 and refined to ensure they are more meaningful to support effective monitoring of pupil participation and engagement.

The P3 class teacher started to include play activities within IDL, reflecting a growing integration of play pedagogy beyond the early years. The P3 class teacher will continue to embed play approaches in P3 to build a coherent and developmentally appropriate progression in pupils' learning experiences.

Next Steps

- *Review and streamline play observation tools to make them more manageable and meaningful for staff while maintaining effective monitoring of pupil engagement.*
- *Continue to adapt the P2 classroom environment to reflect evolving pupil interests and support engagement across learning areas.*
- *Play Lead to be supported with planning and delivering play-based pedagogy in the P3 classroom during the next academic session.*
- *Facilitate ongoing professional dialogue between P1-P3 staff to share good practice and ensure continuity in play pedagogy.*
- *Develop further opportunities for pupils to lead and extend their own play activities.*

- *Regularly use pupil observations and conversations to assess engagement and inform future planning of play and IDL activities.*

Strategic Priority 2: *Improve the implementation of effective pedagogical practices in writing.*

Progress and Impact

Significant progress and the successful implementation of effective pedagogical practices in writing were made in session 24-25. Almost all staff are now able to identify appropriate next steps to effectively meet pupils' needs in writing, demonstrating a sound understanding of this pedagogical approach. While implementation varied initially, the majority of teachers can now accurately judge when to give more responsibility to pupils, ensuring that responsive and tailored writing instruction is evident in lessons.

Teaching staff have developed a stronger capability to model explicit writing lessons across a range of text types. The use of the describing bubble, a strategy to enhance writing quality and balance, has been successfully integrated into teaching practice beyond writing lessons, extending into other literacy activities such as listening and talking and reading comprehension. Staff have collaboratively produced examples and shared best practice, contributing to a more balanced and effective literacy curriculum across the school.

Attainment in writing has increased, particularly at P4 and P7. This reflects the impact of focused teaching strategies and increased alignment between reading and writing instruction. Staff engagement in professional dialogue and peer visits has further reinforced effective practice, with positive feedback received during the Peer School Review process; highlighting the strength of modelled lessons and classroom management. The Writing Lead has played a key role in supporting colleagues by modelling lessons and supporting with planning, which has helped to enhance teacher confidence and consistency.

Although the planned full integration of literacy blocks linking reading and writing text types has not yet been fully embedded, staff have actively discussed and committed to taking this forward. While a collaborative programme aligning text forms in reading and writing is not yet fully developed, there is a clear vision and understanding of the actions required to achieve this. Teaching staff have started to gather examples of writing to be used in moderation activities,

Next Steps

- *Develop and implement a collaborative yearly programme to align text types used in reading and writing, with a particular focus on increasing access to non-fiction texts.*

- *Continue to source a wider range of non-fiction texts to support an improved alignment between reading and writing instruction.*
- *Embed the full integration of literacy blocks that link reading and writing text types across all relevant stages.*
- *Expand moderation activities by collecting and analysing pupil writing samples to ensure consistency in assessment and effective use of descriptive strategies.*
- *Provide ongoing support and professional development for staff, including modelling lessons and planning support.*

Strategic Priority 3: *Improve peer relationships throughout the school.*

Progress and Impact

In session 23-24, almost half of children found it challenging to independently resolve minor peer conflicts during playground times, which sometimes led to behaviours such as name-calling, apportioning blame, physical responses, unkindness, and verbal aggression. These situations often required adult intervention and occasionally had a negative impact on the classroom ethos and learning.

Since implementing the Play Scotland OPAL play initiative, there have been significant improvements. Pupils have become more engaged in purposeful play, leading to fewer incidents and a corresponding decrease in staff interventions. The majority of pupils are now able to resolve minor conflicts independently or with minimal adult support, allowing them to develop valuable skills to manage disputes themselves. Some staff have worked to upskill pupils in understanding which conflicts require adult involvement and which can be resolved amicably by peers, promoting greater independence and responsibility.

The school successfully completed key elements of the OPAL initiative, including a comprehensive playground audit, the formation of a working group, and the implementation of an action plan based on audit findings. Parent and carer awareness has been raised effectively, supported by Parent Council fundraising, which contributed to the purchase of new playground equipment. These improvements have further enriched the play environment, resulting in fewer conflicts in classrooms.

It is important to note that due to the OPAL lead, a support staff member, being required and redeployed to provide intensive support for a cohort of pupils with distressed behaviours, the dedicated time that should have been set aside each week to fully develop the OPAL action plan has not been met consistently. Despite this challenge, many positive changes have been made.

While progress has been positive overall, a few children continue to require additional support during unstructured times. Due to changes in leadership and staff secondments, some planned activities such as the weekly mixed-stage JASS sessions and anti-bullying scenario discussions did not take place. These provide valuable opportunities for continued focus moving forward.

The school remains committed to its key aims: enabling the majority of children to peacefully resolve minor conflicts, consistently demonstrate respect towards peers and appropriately

judge when to seek adult support. Plans continue to embed collaborative learning opportunities and review anti-bullying resources within the Health and Wellbeing curriculum.

The development of a relationship policy remains a priority and will involve consultation with staff, pupils, families, and other stakeholders to ensure a shared understanding and vision.

Monitoring through pupil focus groups, wellbeing questionnaires and staff observations will continue to measure progress, with the goal of reducing playground incidents, increasing parental confidence and decreasing interruptions to learning caused by peer conflict.

Overall, the initiatives have fostered a more positive playground culture, improved peer relationships and enhanced pupil wellbeing.

Next Steps

- *Continue to provide targeted support for targeted pupils.*
- *Resume anti-bullying scenario discussions and review the Jigsaw Health and Wellbeing resource to ensure it meets current needs.*
- *Maintain and enhance staff training to be able to further upskill pupils in conflict resolution, including the use of emotion coaching to resolve conflicts restoratively and recognise when to seek adult support.*
- *Allocate time for the OPAL lead to progress the action plan fully as staffing allows.*
- *Increase communication and engagement with parents and carers to support ongoing improvements in playground behaviour and relationships.*
- *Develop and consult on a relationship policy with all stakeholders, ensuring a shared understanding and consistent approach.*
- *Continue to monitor progress through pupil focus groups, wellbeing questionnaires, and staff observations to identify areas for further improvement.*
- *Explore additional strategies to strengthen positive peer interactions and reduce playground conflicts.*

Strategic Priority 4: *Improve staff capability and capacity to independently plan and deliver the CfE areas of sciences and technologies.*

Progress and Impact

All teachers across early, first and second levels demonstrated increased confidence and competence in planning and delivering high-quality science experiences tailored to meet the needs of all pupils. Collaborative efforts among teachers, including joint planning of science lessons, contributed significantly to this increased confidence and consistency. This led to the successful creation of a comprehensive bank of lessons, organised by stage and theme. This resource ensured consistent access to well-sequenced, high-quality learning experiences that supported both continuity and depth across the school.

While collegiate partnerships across the wider learning community saw limited development, internal collaboration amongst teachers proved highly effective. Staff worked together to audit, source and organise science resources into thematic topic boxes which, in turn, promoted more confident and consistent use of materials during lessons, enhancing pupils' learning experiences.

The target for most teachers to improve their skills and confidence in planning and delivering effective lessons in at least one area of technologies and three areas of science was successfully met. Feedback from staff and classroom observations confirm this progress. Furthermore, both staff and pupils are beginning to develop a stronger understanding of sustainability issues related to climate change, though this remains an area for further growth and deeper integration within the curriculum.

All teaching staff participated in a minimum of three professional learning sessions focused on science and technologies, further reinforcing their professional growth and ability to deliver the curriculum effectively.

Overall, this two-year priority led to tangible improvements in teacher confidence, resource management and pupil engagement in science and technology learning experiences. Although there remains opportunity to further strengthen collegiate partnerships within the wider learning community, the foundations established during this period have positioned the schools well for ongoing development.

Next Steps

- *Develop strategies and networks to be able to work collaboratively with colleagues in the learning community.*
- *Deepen the integration of sustainability and climate change themes into the curriculum through targeted professional development and by embedding enquiry-based learning projects across all stages.*
- *Maintain and expand collaborative planning opportunities to further build teacher confidence and consistency in delivering science lessons.*
- *Implement regular monitoring of both teacher confidence and pupil understanding, using surveys, classroom observations, and pupil assessments to inform future improvements.*
- *Explore opportunities to involve families and the wider community in science and sustainability learning through events, showcases and outdoor learning experiences.*