

DATA LABEL: PUBLIC



EDUCATION QUALITY ASSURANCE COMMITTEE

VALIDATED SELF-EVALUATION: CALDERWOOD PRIMARY SCHOOL

REPORT BY HEAD OF EDUCATION (PRIMARY)

A. PURPOSE OF REPORT

To bring to the Committee's attention Calderwood Primary School's validated self-evaluation and identified areas for improvement for session 2021-2022.

B. RECOMMENDATION

It is recommended that the Committee note the contents of the report and the school's arrangements for continuing improvement.

C. SUMMARY OF IMPLICATIONS

I Council Values	Focusing on our customers' needs; Being honest, open and accountable; Developing employees; Making best use of our resources; Working in partnership
II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)	Education (Scotland) Act 1980 Children and Young People (Scotland) Act 2014 Education (Additional Support for Learning) (Scotland) Act 2014
III Implications for Scheme of Delegations to Officers	None
IV Impact on performance and performance Indicators	Education Scotland quality indicators are used to measure the performance of schools – How Good Is Our School?4 (HGIOS?4).
V Relevance to Single Outcome Agreement	Positive inspection reports are used as a key outcome measure in the Single Outcome Agreement. Positive is measured by satisfactory or better in the quality indicators used by Education Scotland.
VI Resources - (Financial, Staffing and Property)	School's Devolved Budget/Pupil Equity Funding

VII Consideration at PDSP	Not applicable
VIII Other consultations	None

D. TERMS OF REPORT

D1 Background

Date of VSE	5 th October 2021
School roll	193
VSE Visiting Team	Geraldine Armstrong (QI Manager) Iain McDermott (Education Officer)
Nursery roll	85
Staffing and date of appointment of management team	1 Head Teacher – April 2021 1 Principal Teacher – August 2021 12 Class Teachers 8 Nursery Nurses 1 Early Years Officer 4 Pupil Support Workers (school) 3 Pupil Support Workers (early years) 1 Admin & 1 Clerical 3 Supervisory Staff
Scottish Index of Multiple Deprivation (SIMD) – 1 st being most deprived and 68 th being least deprived	SIMD Rank – 4509.08 Order 54 out of 68 West Lothian Primary Schools
Pupil Equity Fund Allocation	PEF is allocated at beginning of financial year and school will receive allocation from 2022/23 onwards

D2 Context of the School

Calderwood Primary is a non-denominational school serving the community of Calderwood, in East Calder. The school was established in August 2021 and at the start of the academic session, Primary 1 pupils were hosted in East Calder Primary School and Primary 2-6 pupils were hosted in Mid Calder Primary School. The new school opened to pupils on the 22nd of September with the nursery building opening on 18th October 2021.

The design of the new state-of-the art school incorporates elements of the award-winning West Calder High School, with innovation and flexibility as core objectives. The two-storey school is contemporary to suit a range of teaching and learning styles. Classrooms do not have doors; glazed screens delineate the main classroom, yet the teaching area expands into the open space that extends the length of the building. Flexible furniture, double-height glazing, and use of colour makes this a special, bright and lively space that the pupils and staff can shape to their own needs. The location of the building on the site was explored in consultation with the community, whose preference was to identify the school within the village square. Calderwood Primary will provide an anchor landmark for the area, helping bring the new community at Calderwood together.

2021/22 GIRFEC Levels (% of students)

Stage	Roll	Level 1	Level 2	Level 3	Level 4
P1	66	83.33%	13.64%	3.03%	0.00%
P2	46	84.78%	10.87%	4.35%	0.00%
P3	29	82.76%	17.24%	0.00%	0.00%
P4	30	90.00%	10.00%	0.00%	0.00%
P5	15	73.33%	26.67%	0.00%	0.00%
P6	7	100.00%	0.00%	0.00%	0.00%
P7	0	N/A	N/A	N/A	N/A
School	193	84.46%	13.47%	2.07%	0.00%

Level 1 (Core): Needs are met within the classroom by teacher

Level 2 (Targeted): A higher level of support possibly in consultation with agencies outwith education

Level 3 (Enhanced): The child's additional support needs require input from two, or more, support services and/or different agencies

Level 4 (Intensive): Referral to SORG who will allocate alternative provision

Analysis of School's Current Position

The purpose of the Validated Self-Evaluation was to consider the process of transition that has taken place since the school appointed the Headteacher to Calderwood until the school's opening in September 2021.

Key Strengths

- The newly appointed Head Teacher is demonstrating strong leadership and, with the support of the school's Principal Teacher, is establishing a strong culture of empowerment that supports and enables effective distributed leadership.
- The School Leadership Team has developed strong, effective relationships with all stakeholders. Throughout the transition process, clear and comprehensive communication across a range of platforms to parents and partners, including information evenings for parents/carers on Skype for Business and through regular Twitter updates, has ensured a transparent and collaborative shaping of the school's identity and maintained that all key information has been available to all stakeholders.
- The innovative, comprehensive and creative *Into Calderwood* and *In Calderwood* transition programmes enabled children and families to participate in a range of effective transition activities, such as the *Calderwood Hunt to Find the Stag*, despite Covid restrictions. The impact of these programmes ensured children were happy, safe, included and ready to achieve in their new school environment.
- Throughout the transition process, there has been a strong focus on ensuring a high level of social and emotional support for all children. Enhanced transition approaches were implemented by the School Leadership Team and Support for Learning Teacher to ensure a smooth and equitable transition for those children with additional support needs. The Head Teacher worked in close partnership with cluster schools to share all relevant information for pupils establishing a smooth transition for all children.

- A robust and comprehensively planned structure is in place to focus on continuity of learning. The established West Lothian Curricular Progression Pathways, Tracking, Monitoring and Profiling systems along with a robust recruitment process from within the authority are also ensuring a smooth transition and continuity of learning entitlements for all pupils.
- All stakeholders are playing an active role in the ongoing development of the dynamic, new state of the art school environment. Pupil and parent voice have been strong contributing factors from the beginning in establishing the use of space which, in turn, is creating a unique Calderwood learning community.

School's Identified Areas for Improvement

- The commitment to ensuring effective transition into Calderwood Primary School will now enable the School Leadership Team to focus on establishing highly effective and consistent approaches to Learning, Teaching and Assessment. The Head Teacher and Principal Teacher, in collaboration with the wider staff team, have developed a very clear plan for these next steps that will ensure an ongoing focus on raising literacy and numeracy attainment for all learners.
- The school community now has the opportunity to develop an agile, courageous curriculum that takes account of the uniqueness of the school community and builds on the values and relationships that have been established throughout this successful transition period. In full collaboration with all stakeholders, Calderwood now enters an exciting next stage that will see the development of a curriculum that provides relevance, excellence and equity to all children within its learning community.

Performance Information

Attendance (Previous Session 2020/21)

Attendance	School – #N/A West Lothian – 95.02%
Authorised Absence	School – #N/A West Lothian – 3.61%
Unauthorised Absence	School – #N/A West Lothian – 1.37%

Teacher Professional Judgement

Data for 2020/21 is for pupils that are new P2 and P5 in the School but achieved the expected attainment levels in other schools by the end of P1 and P4 respectively.

Pupils Achieving Expected National Curriculum for Excellence Levels – Current P2 cohort who achieved expected national levels at end of P1.

2020/21	Roll	Reading	Writing	Listening & Talking	Numeracy
School	46	93.33%	95.56%	91.11%	93.33%
Authority	2067	82.58%	80.89%	87.71%	84.76%
National	N/A	N/A	N/A	N/A	N/A

Pupils Achieving Expected National Curriculum for Excellence Levels – Current P5 cohort who achieved expected national levels at end of P4.

2020/21	Roll	Reading	Writing	Listening & Talking	Numeracy
School	15	85.71%	85.71%	85.71%	85.71%
Authority	2162	80.25%	77.15%	89.82%	81.54%
National	N/A	N/A	N/A	N/A	N/A

CONCLUSION

The Quality Improvement Team will continue to provide regular support and challenge to the school on its continuous journey of improvement.

F. BACKGROUND REFERENCES

Video Link: [A Virtual Fly Through of Calderwood Primary School](#)

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Date of meeting: 2 November 2021