

# Summarised inspection findings

**Calderwood Primary School**

South Lanarkshire Council

18 March 2025

## Key contextual information

Calderwood Primary School is a non-denominational school situated in Rutherglen in South Lanarkshire. At the time of inspection, there were 409 children on the school roll. Around 20% of children live in Scottish Index of Multiple Deprivation (SIMD) data zones one and two. The headteacher has been in post for seven years. There are also three depute headteachers working in the school senior leadership team, two of whom work part-time.

### 2.3 Learning, teaching and assessment

**very good**

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- learning and engagement
- quality of teaching
- effective use of assessment
- planning, tracking and monitoring

- The headteacher and staff have created a strong culture of learning that celebrates the strengths and talents of every individual across the school community. All teachers value the opinions of children and have established a range of ways to gather their views about how and what they learn. As a result, very positive, nurturing relationships and an ethos of mutual respect underpin high-quality learning experiences for all children across the school.
- Almost all children are enthusiastic and highly engaged in their learning. They are motivated to do their very best to achieve and attain well. Children settle very quickly to their learning tasks and classroom activities. Almost all children work together in groups, pairs and as individuals successfully. They lead their own learning regularly, taking part in a range of activities which support them to be independent. Children enjoy being taught by their peers, and class teachers report this has a positive impact on learners. All teachers regularly link learning across curriculum areas and ensure learning is relevant and enjoyable for children.
- All children learn well in calm, well-resourced environments which support literacy and numeracy learning effectively. In almost all classes, teachers provide learning activities which are well-matched to children's individual needs and interests. This includes carefully planned tasks for children who require additional challenge in their learning, aligned to their individual needs. All teachers are very aware of the needs of children with additional support needs and implement appropriate interventions and programmes of learning to support them. Almost all teachers skilfully adapt lessons as they progress to ensure that the pace of learning is sufficiently brisk and sustains the interest and engagement of children. In almost all lessons, teachers provide clear instructions and explanations. As a result, children understand their activities well.
- Teachers provide regular opportunities for children to use digital technologies to support and extend their learning. For example, children work collaboratively to create posters to share their learning using design applications. Staff use digital technology well to support children to be independent in their learning.

- Almost all teachers use questioning effectively to check for understanding and consolidate learning. Children have regular opportunities to share and reflect on their learning. Senior leaders and staff should work together to develop further a consistent approach to use of questioning. This will help to further support and promote children's curiosity and develop their higher order thinking skills. Almost all teachers support children effectively to make decisions about what and how they learn.
- In all lessons, teachers share effectively the purpose of learning and what children need to do to be successful. Teachers also display the school values, formative assessment strategies and the key skills of the lesson using recently introduced class boards. This new approach is having a positive impact and is supporting all staff and children to talk about learning using consistent language across the school. As this approach evolves, senior leaders should work with class teachers to further build on this positive work. Senior leaders and staff should develop further approaches to support children to identify more independently how they will show they have been successful in their learning, explore how to more effectively co construct success criteria with children and identify the skills they are using more independently. This will further support children to lead their learning and provide clarity for all children to recognise successful learning.
- Teachers at the early stages are engaging very well in professional learning on play pedagogy. They have adapted their classrooms and shared environment to promote and encourage children's play. Staff use these spaces creatively to ensure children access a wide range of experiences that develop their curiosity and consolidate learning. There is a well-considered balance of child-initiated and adult-led play experiences. Through these, children develop positive relationships with peers, build their independence and solve problems. Teachers track children's learning using observations, learning journals and planning tools. This helps staff to be responsive to children's needs and ensure that they experience a breadth of positive learning outcomes.
- All teachers encourage and support children to identify the skills they are developing using the 'Calderwood Cogs'. They make effective use of skills-based language when discussing what and how children are learning. This is supporting children to recognise and discuss the skills they are developing during lessons. They apply their knowledge of skills in a variety of contexts throughout the school day. For example, children are encouraged to reflect on what has been discussed or learned at an earlier part of the day or week. As a next step, senior leaders and staff should explore how best to record the skills that children are developing and how they are demonstrated in a range of contexts across the curriculum. They should also develop further a skills progression framework to support this important work.
- Senior leaders and staff have worked together to refresh approaches to the ongoing assessment of learning within lessons. Almost all teachers now make regular and effective use of these approaches. This includes strategies such as children indicating their confidence levels visually to the teacher and the use of exit passes at the end of a lesson. All teachers provide written and oral feedback that effectively support children's next steps in learning. Teachers should further support children to more regularly identify clearly their strengths and next steps in learning.
- All teachers participate in activities focussed on improvement through collaborative approaches to the development of pedagogy. They have a strong commitment to professional learning. All teachers participate in informal and formal moderation activities regularly across the school, and with colleagues from across the learning community. They engage in robust professional discussions and use this information well when planning improvements to learning and teaching. As a result, teachers are confident in their professional judgment of children's

achievement of Curriculum for Excellence (CfE) levels. Teachers make effective use of a range of summative and standardised assessments to understand and measure children's progress across all curricular areas. They are skilled in analysing information gained from assessment and use this well to inform the planning of children's learning.

- All teachers create comprehensive annual and termly planning overviews and work effectively with stage partners to plan children's learning across the curriculum. Teachers plan responsively to children's emerging needs as well as building on their prior learning effectively. They encourage and use children's feedback on learning experiences as part of their planning process. Almost all teachers support children effectively to make decisions about their future learning.
- Senior leaders and staff have developed highly effective processes to track children's attainment and achievement. Teachers use class trackers very well to gather and monitor data about children's attainment, learning progress and participation in achievement. Senior leaders and teachers make effective use of termly attainment meetings, to discuss children's progress and plan any targeted support required. This includes identifying any gaps in children's learning and considering if children require additional challenge. Teachers have developed their skills in data analysis effectively. This helps them to plan the most appropriate interventions to support and accelerate children's progress. Senior leaders and staff regularly review interventions to assess their impact and ensure the best possible outcomes for children.

## 2.1 Safeguarding and child protection

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.

### 3.2 Raising attainment and achievement

very good

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

#### Attainment in literacy and numeracy

- Overall, attainment in literacy and numeracy is very good. Relevant data shows that at P1, P4 and P7, almost all children attain nationally expected CfE levels in listening and talking, and most in reading, writing and numeracy. Across all levels, there are a few children exceeding nationally expected levels.
- Most children who require additional support with their learning are making good progress towards their individual learning targets and a few are attaining beyond expected levels.

#### Attainment in literacy and English

- Across the school, almost all children make very good progress in literacy and English.

#### Listening and talking

- Across all levels, children talk to adults and each other with confidence, sharing their ideas and asking and answering questions articulately. At early level, almost all children retell known stories, sharing favourite characters. They listen to and follow instructions well. They should continue to practise recognising patterns and rhyme in words. At first level, most children understand and use a range of techniques well to present information clearly to others. They contribute their views very well in discussions, explaining their opinions. At second level, all children develop listening and talking skills through leadership roles. When sharing their opinions, they build on and challenge respectfully the views of others.

#### Reading

- At early level, almost all children use their knowledge of sounds to read simple words. They are beginning to read longer sentences with increasing confidence. At first level, most children talk enthusiastically about books they enjoy, explaining why they like them. They predict accurately what might happen next in a text. They would benefit from revisiting the features of non-fiction texts. At second level, most children summarise, predict and skim texts to find and share relevant information with confidence. They recognise the techniques authors use to engage and influence readers. They avidly share their reading preferences, explaining their opinions with supporting evidence.

#### Writing

- At early level, most children use their knowledge of sounds and letters well when attempting to write simple words and sentences. They share their writing and pictures confidently, talking about what they write and draw. At first and second levels, most children write regularly for different purposes including letters, reports and stories. They reflect on teacher, self and peer feedback and use this well to improve their texts. They employ a range of writing strategies to

engage the reader, including interesting openers and figurative language. A few children would benefit from further support to improve their spelling.

## **Numeracy and mathematics**

- Across the school, most children make very good progress in numeracy and mathematics.

### **Number, money and measure.**

- At early level, almost all children identify and order numbers from 0 to 20 and most identify the number before and after a given number. At first level, most pupils round numbers to the nearest 10 or 100 accurately and add and subtract up to 999. Almost all children use analogue and digital clocks to successfully tell the time using half past, quarter past and quarter to. Children would benefit from developing further their understanding of fractions. At second level, most children are confident in place value within 100,000. They use two decimal places accurately in calculations. Most children understand the relationship between fractions, percentages and decimals.

### **Shape, position and movement.**

- At early level, almost all children recognise and describe a few features of two-dimensional shapes. They identify and use positional language with confidence. At first level, most children identify and describe features of a range of three-dimensional (3D) objects using appropriate mathematical language. They are less confident in their understanding of symmetry. At second level, most children use accurate mathematical language to describe parts of a circle and the features of 3D objects. They name and label the eight compass points confidently.

## **Information handling**

- At early level, almost all children contribute to creating a simple bar graph. They would benefit from further practice in collecting, organising and interpreting data. At first level, almost all children create bar graphs and interpret the information well. At second level, almost all children are beginning to interpret data in pie charts and line graphs. They now need further practice at analysing and using more complex data. This may be achieved through their work in other curricular areas.

## **Attainment over time**

- Senior leaders and teachers have well-established tracking and monitoring systems to review attainment in CfE levels in literacy, numeracy and health and wellbeing. These systems provide robust data which staff use to analyse overall levels of attainment and identify patterns over time. This attainment data clearly shows the strong progress most children make as they move through the school. Senior leaders have supported teachers to understand and use information from tracking and monitoring to raise attainment. Where staff identify children at risk of not attaining expected levels, or dips in attainment for particular cohorts, they plan timely interventions and targeted support. Assessment and intervention outcomes show the positive impact of these supports on children's progress in learning.
- Senior leaders track children's progress across the curriculum. This provides a clear overview of children's progress, attainment and achievements over time. Senior leaders and staff track carefully the progress and attainment of learners who may be affected by socio-economic disadvantage
- Senior leaders monitor children's attendance rigorously. Staff have a relentless focus on identifying children who require support to maintain regular attendance at school. They ensure that children receive the support they need through a well-considered process. Senior leaders analyse the attendance of cohorts when monitoring children's attendance over time. Staff work closely with families to remove any barriers they may face in ensuring children attend school.



All actions are informed by their local authority policy. As a result of highly effective approaches, overall attendance levels continue to increase, with almost all learners sustaining regular attendance at school. Consistently, over the past five years, children's attendance has been significantly higher than local and national averages.

### **Overall quality of learners' achievements**

- Staff celebrate children's successes and achievements in class, during assemblies, and through school displays and social media. They support children to share their learning and achievements with their families through special assemblies and events. Working together staff and children have gained national accreditations for enterprise and sustainability. As a result of participation in a wide range of achievement experiences, children understand their role as responsible, global citizens and develop transferable skills for learning, life and work.
- All children contribute to the life of the school through being members of class leadership groups, such as Junior Road Safety Officers, Cadets, Reading Champions and 'Diversiteers'. A few children also take part in whole school leadership groups. For example, children are becoming more confident in decision-making skills as 'Young Leaders of Learning'. Children share their learning with peers through assemblies and organise whole school events to raise awareness of important issues. These experiences are helping children across the school to develop communication and teamworking skills. Staff and partners provide interesting clubs and events, including chess, Spanish and many sports. They support children to experience success and help build their self-esteem.
- All children at P7 participate in worthwhile projects, such as 'Fair Players', the school magazine or 'Fashion Revolutionaries' and work collaboratively with the Parent Council and the local community. They demonstrate strong leadership, teamworking and life skills, which include cooking and baking, as showcased in their successful 'Community Café'. Staff track children's achievements in and out with school, as well as their participation in groups, activities and events. They use this information well to plan and provide bespoke experiences for any children who are at risk of missing out.

### **Equity for all learners**

- All staff have a strong understanding of the diverse nature of their school community. This includes awareness of families who may experience socio-economic disadvantage. They use this knowledge thoughtfully to remove any financial barriers to children's participation in all aspects of school life. The school community has worked together to take steps to reduce the cost of the school day. They have developed a comprehensive, highly effective 'cost of the school day' strategy which is now embedded in practice. This is underpinned by children's rights as well as a commitment to events, opportunities to achieve beyond the classroom and almost all trips being cost-free for children.
- Senior leaders, work well with staff, children and parents to agree the spending of Pupil Equity Funding (PEF). They use a range of data effectively to identify children who may benefit from resources and support funded through PEF. Senior leaders and staff have allocated this funding appropriately to improve the literacy and numeracy attainment and wellbeing of identified groups of children. Senior leaders and staff are able to demonstrate how their use of PEF is helping to provide interventions to improve children's attainment, engagement and participation in activities. Overall, the majority of children being supported through PEF initiatives are demonstrating improved attainment. There is evidence that a few children are making accelerated progress in their attainment as a result of these interventions.



### **Additional information**

- Staff ensure all children access the well-resourced, attractive school library regularly. In addition, they have developed cosy 'reading nooks' in all classrooms which offer a wide variety of texts, including digital texts and magazines. Children enjoy selecting books to read at home and in school. Staff and children work together well to promote a culture of reading across the school and have achieved a national award in recognition of this work.
- Staff ensure that appropriate support and resources enable children to be ready to engage fully in their learning. This includes a well-received breakfast provision. Parent groups lead sustainability initiatives which provide highly valued support for families, including uniform recycling and costume swaps. As a result of these inclusive approaches, children are supported to participate very well in all aspects of school life. The highly effective Parent Council organise carefully considered, successful fundraising initiatives that fund children's wider-school experiences
- All children receive their entitlement to two hours of high-quality physical education each week.

## Practice worth sharing more widely

- The staff team have developed highly positive approaches to support children to understand and celebrate difference across the school. This is evidenced clearly in the work of the pupil 'Diversity ambassadors and Dyslexia Ambassadors. Children learn about cultural, social and learning differences and are developing well the skills to celebrate difference and challenge discrimination.
- The Dyslexia Ambassadors are supporting all children in Calderwood and beyond to understand what it means to be dyslexic. Children and staff are committed to being a dyslexia-friendly school. The Ambassadors planned and delivered an assembly to share information on dyslexia with all children to breakdown stereotypes. They created posters of famous people who are dyslexic and overcame barriers to be highly successful in their fields. This is supporting children who require support with learning to develop their confidence, self-esteem and motivation for learning. Staff and children together have created a culture of inclusion and equality throughout the Calderwood learning community.

## Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.