

# Mid Calder Primary



# PROGRESS REPORT FOR SESSION 2022/23

(Standards & Quality Report)

Mid Calder

EH53 0RR

## ABOUT OUR SCHOOL

Mid Calder Primary School is a non-denominational primary school and early learning class (ELC) situated centrally in the village of Mid Calder. Currently our Free School Meal entitlement is less than 10%. Our school values with the acronym SOAR: Successful, Optimistic, Adventurous and Respectful, underpin everything we do. Our children are confident, respectful and caring young people and are a credit to our school community. We value strong partnership working with our cluster schools within the West Calder High School cluster, our community and external agencies to ensure we fully meet the needs of all of our learners. In session 2022-2023, the school had a role of 174 pupils with 9 classes consisting of 4 composite classes spread across all levels early to Second level, 1 Principal Teacher, and an acting Head Teacher. The school benefits from a learning support specialist. We also have a focus on developing our approaches to outdoor learning, health and wellbeing and digital learning, with staff delivering experiences in these areas for learners. Tuition in Brass is provided for children from P5 to P7 by the Instrumental Music Service.

Our Nursery is housed in a newer building within the school campus. The Nursery Class is staffed by an Early Years Officer, 3 full time Early Years Practitioners, 2 part-time Early Years Practitioners and 3 Pupil Support Workers. It is built to accommodate 40 children in the morning and up to 40 children in the afternoon, this ratio includes 16 full day spaces. Children are allocated either a morning, an afternoon or 2 full day/one short session placements.

We have a fully supportive Parent Council and Fundraising Group, who are very active in school, especially in the areas of fundraising, communication and liaison.

The school has an excellent relationship with the Cluster Schools and the local Kirk of Calder.

### **Our school Vision & Values:**

**The Latin on our school badge ‘Spero Meliora’ ... to hope for better things creates a very positive vision within our school; all members of our learning community support and lead each other and themselves to be Successful, Optimistic and Adventurous with their learning while being Respectful to themselves, their environment and their Community.**

### **‘Together we SOAR’**

**Successful – Optimistic – Adventurous – Respectful**

**(Revised Oct 2022 -Jan 2023 with all stakeholders)**

## IMPROVEMENT PRIORITIES

Our improvement priorities are always based on the national priorities in the National Improvement Framework (NIF). Below we have indicated what progress we made with these priorities in Session 2022/23, what the impact has been and what our next steps will be to continue to address these priorities in session 2023/24.

We have also shown which NIF driver for improvement we used – you can find out more about the National Improvement Framework and drivers at: <https://www.gov.scot/publications/achieving-excellence-equity-2022-national-improvement-framework-improvement-plan/documents/>

We have also evaluated our overall provision using quality indicators (QIs) in How Good is our School 4 (HGIOS4) and How Good is Our Early learning and Childcare? (HGIOELC) which is a key aspect of the Scottish approach to self-evaluation and school improvement.

PRIORITY	HOW DID WE DO?
<p>1.</p> <p>To raise attainment, especially in literacy and numeracy</p> <p>Our measurable outcome for session 2022/23 was to ....</p> <p>Increase of 1% of pupils on track for reading across the school</p> <p>Complete Reading Schools accreditation</p> <p>Increase of 1% of pupils on track for writing across the school</p> <p>Increase of 1% of pupils on track for listening and talking</p> <p>Increased % of pupils higher band profiles in SNSA analysis P1 P4 P7</p> <p>Improved handwriting skills within learners work</p> <p>Increase confidence of staff using Numeracy manipulatives P1 to P7 to support learners understanding of Numeracy</p> <p><b>NIF Driver(s):</b></p> <p>School Improvement</p> <p>School leadership</p> <p>Teacher professionalism</p> <p>Assessment of children's progress</p> <p>Performance Information</p> <p>HGIOS4 Qis:</p> <p>1.1 – Self Evaluation</p> <p>1.2 – Leadership of Learning</p> <p>1.3 Leadership of Change</p>	<p>We have made good progress.</p> <p>What did we do?</p> <p><b>Literacy:</b></p> <ul style="list-style-type: none"> <li>• Support for Learning teachers provided targeted support (spelling support, reading, common words, developing reading fluency, writing skills) to learners who have been identified by class teachers.</li> <li>• All teachers use West Lothian Progression Pathways for planning. This allows our learners to experience progressive learning experiences</li> <li>• Excellence &amp; Equity meetings held between the leadership team and class teachers termly to discuss targeted support for learners who are not on track / need additional challenge in their learning.</li> <li>• All classes are using PM writing as a core resource and are following scope and sequence plan to ensure progression. PM resources are organised and accessible to all class teachers.</li> <li>• Implementation of new handwriting programme across school.</li> <li>• Embedded the use of West Lothian progression pathways and adapted own genre writing targets.</li> <li>• Development of school Literacy Overview Document.</li> <li>• Introduction of Skills builder programme focused on listening and talking.</li> </ul> <p><b>Numeracy:</b></p> <ul style="list-style-type: none"> <li>• Regular termly attainment and achievement meetings show effective planning for learning, securing children's progress</li> <li>• Engaged with Numeracy Pedagogy Officer and cluster schools to ensure consistency of approaches and progression across all school in ICHS cluster</li> <li>• Consistency in delivery of Number Talks sessions in majority of classes</li> <li>• Numeracy Champion attended online West Lothian Numeracy Champ Meetings monthly. All relevant information was cascaded to all staff, ensuring all staff are aware of agreed approaches across West Lothian and our school</li> <li>• CLPL Numeracy training for all teaching staff delivered by Cluster Numeracy DHT – particularly including the use of working walls to support learners</li> </ul>

<p>1.5– Management of resources to promote equity 2.2 – Curriculum 2.3 – Learning, Teaching &amp; Assessment 2.5 – Family learning</p>	<ul style="list-style-type: none"> <li>• Cluster collegiate professional learning session on problem solving</li> <li>• P1, P4 and P7 SNSA assessment information used to effectively support Excellence and Equity meeting dialogue, and to plan for learning</li> <li>• Newly purchased books - maths through stories approach supporting our primary and ELC children to develop knowledge and understanding of numeracy and maths.</li> <li>• Learners within P1-4 are beginning to use a wider range of concrete materials – Numicon, Cuisenaire rods, tens frames and double-sided counters, money.</li> <li>• Staff worked with our Numeracy cluster DHT (Numeracy Pedagogy Officer) to further develop pedagogical approaches. Developing subject knowledge in early numeracy and understanding of effective pedagogies and in the use of pedagogical tools.</li> </ul> <p><b>Evidence indicates the impact is:</b></p> <p>Regular termly attainment and achievement meetings show effective planning and a more consistent teacher understanding of children’s progress. Most staff have an increased confidence tracking and monitoring of learners’ progress and achievement of a level, and are using this information to plan effective interventions.</p> <p>Most of the Learners sampled report improvement in their vocabulary and increased use of the word walls within their classrooms to up-level their writing.</p> <p>Almost all targeted learners show improvement in spelling, reading, common words, developing reading fluency, and writing skills following interventions.</p> <p>From P1-P3 written evidence, almost all of sampled children made improvement with their handwriting.</p> <p>Through Learners discussions the majority reported on having a better understanding of the skills for Speaking and Listening and some of the steps for improvement.</p> <p>Almost all Staff reported that learners have a better understanding of the different writing genres and can identify some key features of them. The majority of teachers reported that they felt that using PM writing had increased their confidence in teaching and assessing writing.</p> <p>School literacy overview document has given staff a clear overview of what pedagogy, assessment and moderation approaches we use across all stages supporting them with planning and progression. This has led to better staff understanding of literacy at different stages, continuity and progression, resources and pedagogical approaches.</p> <p>The majority of classes have numeracy working walls with strategies learners have used on whiteboards or pieces of original work. Learners reported that this has help them remember different maths strategies, and has assisted with using a wider range of mathematical language when explaining a process or strategy they have used.</p> <p>The majority of Staff reported that they feel more confident about using some of the Maths stories to introduce and discuss some Maths concepts.</p> <p>From the introduction of Skills Builder programme school has been awarded Silver recognition of work towards developing learner’s skills. Almost all staff now incorporate skills planning within their lessons. Learners have demonstrated a greater awareness of the Skills builder skills and why they are important. Skills builder has given staff, learners and parents a consistent language to use around skills. It has given staff a progressive framework to use which is evidenced through staff planning documents.</p>
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	<p>The school has been Awarded Reading Schools Accreditation. This has raised the profile and importance of a reading culture in school with learners demonstrating an increased engagement with reading and books.</p> <p>Next steps: – Development of Numeracy framework for Mid Calder, Numeracy working walls embedded across all classes and engaging learning environments. P1 and P2 pupils to experience a skills and play based Numeracy pedagogy across indoor and outdoor environments. All staff to develop an understanding of the teaching of reading through a systematic synthetic phonics approach.</p>
<p>ELC</p> <p>Raising attainment for all, particularly in literacy and numeracy (universal)</p> <ul style="list-style-type: none"> <li>• ELC to enhance a reading culture</li> <li>• Continue Phase 1 to Phase 2 phonics embedded during the course of the year</li> <li>• Writing area regularly updated and accessible to children</li> <li>• Digital formats for writing iPad use promoted</li> <li>• Use of manipulatives to support Numeracy concepts</li> <li>• Embedded use of Cuisenaire rods from ELC training</li> <li>• Use of trackers to identify areas to develop e.g. 3d shape</li> </ul>	<p>What did we do?</p> <ul style="list-style-type: none"> <li>• Introduced our Big Bedtime Read to engage families with reading for enjoyment.</li> <li>• Conducted Literacy and Numeracy Environment audits to ensure core learning spaces are refreshed and engaging for children to utilise early literacy and numeracy skills.</li> <li>• Continued to use our promethean panel to participate in games and tasks focused on numeracy.</li> <li>• Development of our Numeracy learning environments – exploring the use of different manipulatives – e.g using Cuisenaire rods for early exploratory play within our numeracy area.</li> <li>• Tracker statements are now consistently used to support planning for learning.</li> <li>• Effective planning strategy has been devised and implemented within all areas of nursery, ensuring consistency of approach under-pinning relevant theories for Froebel principles and using “Being Me” as fundamental to our planning</li> <li>• Planning/meetings has been further developed through WL guidance and training. This had led to more focussed evaluations.</li> <li>• Provocations are used as a common approach with a consistent message and “golden thread” interwoven between observations&gt;provocations&gt;children’s voice&gt;planning.</li> <li>• CLPL for the majority of staff has led to iPads and digital formats for learning, beginning to be used more effectively in learning spaces.</li> </ul> <p><b>Evidence indicates the impact is:</b></p> <p>Most Staff have reported that they are increasingly confident and have shared expectations of planning and evaluating, triangulating evidence and using online feedback to parents whilst engaging more with tracker statements.</p> <p>Increased use of QR codes to evidence learning and planning for learning has ensured that parents and staff are sharing observations and key learning on a weekly basis.</p> <p>Parents are able to use Seesaw to access learning photos and observations: next steps in learning are becoming more robust in their content and are beginning to be tracked against attainment. This continues to be well received by the majority of parents.</p> <p>Restructured meetings has led to shared evaluations and increased professional dialogue around planning across learning areas. Staff are now sharing planned learning and</p>

	communicating more effectively to ensure all staff understand the impact of maximising pupil voice.
<p>2.</p> <p>To close the attainment gap between the most and least disadvantaged children</p> <p>Our measurable outcome for session 2022/23 was to ....</p> <ul style="list-style-type: none"> <li>To focus on Quintile 1 and our Quintile 5 attainment to ensure suitable pace and challenge evident</li> <li>Increase our % of learners reporting positively on HWB trackers.</li> <li>Support identified learners with their own wellbeing and engagement with school.</li> </ul> <p><b>NIF Driver(s):</b></p> <p>Assessment of children's progress Teacher professionalism Performance Information School Leadership</p> <p>HGIOS4 QIs: 1.3 Leadership of change 2.3 Learning, teaching and assessment 2.4 Personalised support 2.6 Transitions 3.2 Raising attainment and achievement</p>	<p>We have made good progress.</p> <p>What did we do?</p> <p>West Lothian PEF planning tool used to help identify disadvantaged pupils.</p> <ul style="list-style-type: none"> <li>SLT engaged with West Lothian CLPL training on using different evaluation tools to gather quality improvement data. Through our approaches to assessment and planning children were identified who would benefit from targeted nurture, literacy or numeracy support to help close the gap between the most and least disadvantaged children.</li> <li>SLT received training on differentiation - 1) content, 2) process, 3) product, and 4) learning environment.</li> <li>A Quality Improvement Cycle model was trialled in school with targeted pupil groups.</li> <li>'Toe by Toe' interventions for literacy were delivered to identified individuals to support reading.</li> <li>Nessy (online literacy software) interventions were used to support phonological awareness for identified learners.</li> <li>Positive relationships training for staff at Inservice day to give consistent approach across school – All staff using READY, RESPECT and SAFE to address behaviours and relationships consistently.</li> <li>Assembly positive relationships focus for learners on READY, RESPECT and SAFE</li> <li>WCHS Cluster training was given to all staff to help support numeracy interventions</li> <li>Health and Wellbeing nurture group were setup for identified learners. This was specifically targeted to building confidence, self-esteem and a positive mental attitude through small group settings in the POD.</li> <li>SLT to support learning and teaching for differentiation</li> <li>Identified pupils utilised, and were supported with, digital tools to assist with barriers to writing in school.</li> <li>Digital Device loan service available for specific families</li> <li>With a focus on the 'Cost of the School day' and seeking advice from West Lothian supports a clothing bank – 'Swap Shop' was set up to give parents/learners opportunity to have access to free uniforms.</li> <li>A new school uniform supplier was sought that would reduce the cost for Parents but without the loss of quality or service.</li> <li>Individual sessions for some learners from Wellbeing Scotland and Big Hearts Little Minds</li> <li>In addition to our Parental consultations, learners who received support were offered SfL parent consultations</li> <li>Regular IEP and Assessment of Wellbeing meetings were held.</li> <li>All staff continue to be involved in termly professional dialogue through Excellence and Equity meetings. This dialogue was focused on specific interventions for identified learners and appropriate and timely interventions planned</li> </ul> <p><b>Evidence indicates the impact is:</b></p> <p>Almost all Staff reported at their final Excellence and equity meetings, from data gathered from Quality Improvement Cycle, assessments and their own professional judgement that the majority of targeted children made improvements in their intervention focus. The introduction of our positive relationship, small group setting and class regular HWB check-ins have allowed almost all learners with particular needs to report settled and happy year. This was evidence through focused pupil groups conversations with SLT and questionnaires.</p>

	<p>The pupil ethos survey had a 10% increase in children reporting that the school is helping them feel confident (83.56%). There was a 22% increase in Parents reporting that the school ensures they receive information about how to support their child with their learning. Parents also responded positively to how the school was helping reduce the cost of the school day with an increase of 17.5% from previous the year. 100% of Parents reported that they felt the school ensures their child is safe at school.</p> <p>Learners received appropriate and timely interventions to impact achievement and attainment.- From questionnaires of learners and staff, data evidence shows that almost all HWB interventions had a positive impact on learners wellbeing. Most learners agreed it had allowed them to experience success, develop their confidence and engage better with school.</p> <p>All Staff reported to be more aware of cost of the school day and were taking this into careful consideration when planning events.</p> <p>Next steps: – All Learners and School community understand the UNCRC and can describe how it impacts on their lives and the lives of children across the world. All Learners feel safe and protected and know what to do if they need support. Parental engagement with Cost of the school day reductions and strategies to support families.</p>
<p>ELC Tackling the attainment gap between the most and least advantaged children (targeted)</p> <ul style="list-style-type: none"> <li>• Use of Box Clever/Taking a Literacy Language intervention for any relevant children x2 PSWs lead</li> <li>• Home learning bags refreshed and promoted for use to support rich learning experiences at home</li> </ul>	<p>What did we do?</p> <ul style="list-style-type: none"> <li>• Continue to promote the use of our clothing bank to support nursery items and uniform.</li> <li>• Big Bedtime Read was a well-received event promoting our whole school reading for enjoyment focus (as part of becoming a Reading School.)</li> <li>• Parents were regularly welcomed for Stay and Play sessions to ensure transitions to nursery encompassed our nurturing ethos.</li> </ul> <p><b>Evidence indicates the impact is:</b> All Parental feedback indicated that they enjoyed coming into nursery and felt that new start pupils were very well supported in beginning in their new setting.</p> <p>Feedback from parents - most indicated that the books supported them reading at night with their children and they were able to use the guidance information and leaflets to ask questions and talk about the books they were reading.</p>
<p>3.  To improve children and young people's health &amp; wellbeing</p> <p>To continue to use whole school HWB and nurturing approaches.</p> <p>To continue to extend play based pedagogy across core curricular areas, supported by outdoor learning approaches currently established within school.</p> <p>To utilise HWB post to provide targeted support pupils across the school</p>	<p>We have made very good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> <li>• Liaised with a range of professionals and stakeholders to support our children's needs</li> <li>• Introduction of simple 3 school rules and 5 step positive relationships model.</li> <li>• The school has re-registered for Bronze Rights Respecting School Award status and learning experiences are linked to the UNCRC.</li> <li>• The Trusted Adult programme is fully embedded across the school ensuring all children have an identified adult they can talk to should they require additional emotional support or advice.</li> <li>• Focussed assemblies on Health and Wellbeing</li> <li>• Children, families and parents took part in a review of our School vision, values and aims.</li> <li>• House gatherings had a specific Health and Wellbeing focus</li> <li>• RCCT teacher focusses on outdoor learning with support from TCV- GreenGym</li> <li>• Outdoor training for staff from Green Gym</li> <li>• Class input from West Lothian Ranger service- supporting outdoor learning</li> <li>• Class visits to 'Wild Connections' for outdoor learning opportunities</li> </ul>

<p><b>NIF Driver(s):</b></p> <p>School Leadership Teacher Professionalism Parental Engagement Assessing Children's Progress School Improvement</p> <p>HGIOS4 QIs: 1.3 Leadership of Change 2.2 Curriculum 3.1 Ensuring wellbeing, equality and inclusion</p>	<ul style="list-style-type: none"> <li>Established school P7 residential camp to Dalguise</li> <li>P6 Outdoor excursion with Xcite – Teambuilding and Canoeing</li> <li>Mindfulness and yoga sessions for targeted pupils</li> <li>All classes had a trip experience</li> <li>All classes attended the Christmas Pantomime from M&amp;M productions</li> </ul> <ul style="list-style-type: none"> <li>Big hearts little minds programme and training for staff.</li> <li>P6 Wellbeing Warriors set up to support our younger children at playtime</li> <li>P7 H&amp;W Mini Champs – focus on school H+W as well as WL initiatives</li> <li>Nurture parental appointments</li> <li>Increased opportunities for learners to engage in a variety of school clubs and WLC co-ordinated festivals and events.</li> </ul> <ul style="list-style-type: none"> <li>Trackers in place to record wellbeing indicators (staff and pupils self-reporting)</li> <li>Wellbeing daily check ins</li> <li>Continue to use RSHP resource</li> <li>Increased opportunities for nurture across the school.</li> <li>P7 leadership roles developing and delivering lessons and playground games to promote friendships / cooperative learning.</li> <li>Focus in Health week on health and wellbeing</li> </ul> <p><b>Evidence indicates the impact is:</b></p> <p>SLT observations indicated that within classrooms there is a strong supportive nurturing ethos with positive relationships between staff and learners and learner and learners. Almost all behaviour of learners is very good and children are present and ready to learn as evidenced through learner conversations and classroom quality assurance visits. Learners and staff reported that the consistent use of READY RESPECT and SAFE has had a positive impact on relationships and behaviour across the school.</p> <p>Almost all staff who took part in the outdoor learning training reported that it has given them more ideas and confidence to take learning outdoors. A few staff trialled some aspects of play based pedagogy, however this will need a further re-focus and development for next session.</p> <p>Children are able to talk about our newly established school values: SOAR – Successful, Optimistic Adventurous and Respectful within the setting as evidenced through staff conversations and observations of children.</p> <p>Values reflected in school SOAR values awards</p> <p>Recognition of wider achievements with Magical Moments, the majority of learners report they feel more valued.</p> <p>The Parents Annual Ethos survey had a higher response rate compared across WL. All parents reported (100%) that the school was ensuring their children were safe at school. Over 91% responded positively that they felt the school knew their child as an individual and was supporting them well.</p> <p>From the Pupil Annual Ethos Survey over 97% of pupils reported positively that they had a trusted adult in school to speak to they were. Over 95% of pupils reported positively that staff treat them fairly and with respect.</p> <p>Almost all Learners were fully aware of the wellbeing indicators and could effectively self-report against these. Less than half of learners needed supported with this.</p> <p>All Learners experience a broad and balanced HWB curriculum with opportunities to develop their physical, social and emotional health.</p> <p>Learners feel listened to and know that they have a voice through our pupil parliament</p> <p>Through continued conversations and discussions, all staff and pupils know our 3 school rules.</p>
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	<p>Nest steps: - Develop IDL planning across stages taking the Mid Calder context/Community and pupil voice into consideration. All Learners and School community understand the UNCRC and can describe how it impacts on their lives and the lives of children across the world. All Learners feel safe and protected and know what to do if they need support.</p>
<p><b>ELC</b> Improvement in all children and young people's wellbeing:</p> <ul style="list-style-type: none"> <li>• Embedding independence and pupil ownership within the nursery day</li> <li>• Focus on how to successfully manage all transitions within the nursery</li> <li>• Ensure voice and choice is integral to learning experiences</li> <li>• Increased engagement with parents/carers within nursery setting</li> </ul>	<p>We have made good progress</p> <p>What did we do?</p> <ul style="list-style-type: none"> <li>• Liaised with a range of professionals and stakeholders to support our children's needs: SALT: CAHMs: Ed Psych: HV</li> <li>• Used a range of HWB strategies on a daily basis to support using the wellbeing indicators.</li> <li>• Daily well-being check-ins</li> <li>• Increased parental engagement and promotion of well-being indicators outside nursery</li> <li>• Information around our ASN pupils' needs shared and communicated well on a regular basis. This has supported our staff understanding of our pupils and has ensured a consistent approach when using strategies.</li> <li>• Increased inclusion in whole school events including shows, assemblies, use of our school library.</li> <li>• Weekly SLT and nursery meetings to ensure school and nursery links are fostered.</li> <li>• Regular and on-going communication with parents both formally and informally to ensure links are sound. Personal plans now more regularly updated to ensure strategies and significant events are recorded.</li> <li>• On-going staff development through use of CLPL: x1 EYP completing BA and another focusing on Child Psychology.</li> <li>• UNCRC articles are beginning to be referred to and displayed around nursery.</li> <li>• Transition to P1 from nursery was well planned and events to support our children were started earlier in the academic year.</li> <li>• Parents were able to attend Sports Days and Moving On ceremonies to celebrate their children's successes as part of our whole school community.</li> </ul> <p><b>Evidence indicates the impact is:</b></p> <p>Most Staff are beginning to build confidence in supporting ASN children within nursery. During professional dialogue sessions, they felt that they had benefitted and clarified supports and strategies to ensure we are "Getting it Right" for our individual pupils.</p> <p>Our EYO was able to share good practice at cluster level demonstrating how we are utilising and embedding UNCRC into nursery.</p> <p>The nursery team report that being included in whole school events and assemblies has increased our links between school and nursery – this should continue to be fostered moving into next session.</p> <p>Parents reported that were well-informed and regularly updated on Seesaw about transition to P1. They loved being part of whole school events.</p>
<p>4.</p> <p>To improve employability skills, and sustained, positive school-leaver destinations for all young people</p> <p>Our measurable outcome for session 2022/23 was to ....</p>	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> <li>• PT part of WL skills development team Moving Forward in Learning</li> <li>• Digital technologies are used for curriculum and assessment delivery across all year groups and all curricular areas allowing all pupils to access the curriculum and engaging learners in their experiences.</li> <li>• P6 Careers Fayre</li> </ul>

<p>Improvement in employability skills and exposure to a variety of careers, giving learners a better understanding of different careers and pathways.</p> <p>To embed skills based, creative learning tasks in conjunction with IDL, linked to Career Management Skills and Career Education Standard (3-18)</p> <p>NIF Driver(s): School Improvement Parent Engagement</p> <p>HGIOS?4 QIs: 2.2 Curriculum 2.7 Partnerships 2.6 Transitions 3.3 Increasing creativity and employability</p>	<ul style="list-style-type: none"> <li>• P5-P7 took part in Young Engineer Leader award, where they were required to seek engineered solutions to common problems</li> <li>• Skills Builder live careers sessions</li> <li>• Live Careers focus during DYW week</li> <li>• Parental links in school talking about their jobs</li> <li>• P7 leadership roles – leading learning across the school</li> <li>• Enterprise event led by P4</li> <li>• Spring Fair event – all classes ran stalls</li> <li>• House Captain, Vice Captain, Sports leaders and P7 Leaders of Learning roles.</li> <li>• P6 Foody Friends, Wellbeing Warriors and Library Lions</li> <li>• Links to World of Work through curriculum planning</li> <li>• Pupils are actively encouraged to learn independently as well as collaboratively using digital technologies.</li> <li>• Use of Spheros and iPads to enhance lessons</li> <li>• Cluster project – Internet of Things (IOT) in partnership with Edinburgh University.</li> <li>• Bring Your Own Device (BYOD) to P5-7 pupils.</li> </ul> <p><b>Evidence indicates the impact is:</b></p> <p>Through learning conversations most learners could articulate how they use different skills in their learning and how these apply in real-life contexts</p> <p>The majority of Staff regularly plan experiences for learners across the school which have explicit links to skills for learning, life and work.</p> <p>Almost all learners are able to talk about their own skills development</p> <p>Learners engage with digital technology to an extent that it is a normal part of their learning as evidenced through classroom quality assurance visits.</p> <p>The majority of learners across P4-P7 said that they had learned about careers/ jobs they didn't know about before.</p> <p>All learners in P5-P7 said that the careers fair and online careers drop in sessions have helped them to find out more about different jobs and the skills needed.</p> <p>Almost all Learners in P5-7 reported that they were confident when using digital devices saying that this has helped to enhance learning opportunities in the classroom.</p> <p>Only a few P6-P7 learners reported that they had not benefited from opportunities to experience leadership roles.</p> <p>Almost all P7 learners said that they benefitted from their transition experiences and said it helped them get to know some of their new High School staff, help find their way round the building and meet and new friends.</p> <p>Next steps: - Develop approaches to profiling to share attainment, achievement and skills within 4 contexts for learning. Develop IDL planning across stages taking the Mid Calder context/Community and pupil voice into consideration.</p>
<p>ELC</p> <p>Improvement in employability skills and sustained, positive school leaver destinations for all young people</p> <ul style="list-style-type: none"> <li>• Increased provision for Writing especially for boys indoors and outdoors</li> <li>• Digital skills consistently embedded with learning experiences in ELC both indoors and outdoors</li> </ul>	<p>What did we do?</p> <ul style="list-style-type: none"> <li>• As part of the Literacy Environmental audit, the quality of provision for the writing area of nursery is part of on-going development. Resources are being more regularly updated to provide a range of materials to promote writing.</li> <li>• Staff organised an author to visit nursery to promote reading and share their occupation as a focus for DYW.</li> <li>• Cluster Numeracy Lead shared a range of support websites and digital tools to support early numeracy concepts: these need to be fully embedded and used more efficiently to ensure our children access high quality digital learning tools.</li> <li>• Our children are confident in using Ipads to support their outdoor play, particularly when using Wild Connections. They are keen to take photos to share their den building and learning experiences outdoors.</li> <li>• EYO and PT visited Winchburgh Holy Family Nursery to share practice in beginning to use Seesaw as a new platform.</li> </ul>

	<ul style="list-style-type: none"> <li>• Our EYO set—up and established Seesaw essentials for use and started to train staff in using.</li> </ul> <p><b>Evidence indicates the impact is:</b></p> <p>Seesaw has begun to be effectively embedded. Staff are building their confidence around using this new platform and are developing procedures to ensure communication between nursery and home are regular.</p> <p>Staff are now regularly updating Seesaw with more meaningful observations of learning following best practice visits</p> <p>Our children are building in confidence when using iPads.</p>
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The school continues to be committed to working in partnership with parents and other stakeholders. We effectively communicate with parents in line with our new school Communication Strategy. We benefit from a high percentage of parents who are fully engaged in their child's learning and the life of the school. This SQR is discussed at the Parent Council AGM and available for all parents of the school community to read. Parents are consulted about planning for continued improvement.

### **Our Wider Achievements this year have been:**

School Values refreshed  
SOAR Values certificates introduced  
Magical Moments recognition established  
Digital Monthly Newsletters on Sway  
Updated Communication strategy for Parents/Carers  
Positive Relationships Leaflet for Parents  
Awarded Bronze RRS  
School Reading Accreditation  
Re-established links with Local Kirk of Calder  
1<sup>st</sup> School in Scotland to gain Silver recognition on work towards developing learners skills – Skills Builder Programme  
Successful staff and partnership clubs, including – STEM, Netball, Football, Multi Sports, Ignite and Bikability.  
The return of P7 residential trip to Dalguise  
Improvements to playground – broken logs replaced along fence. Cracked and damaged slabs replaced. 100 square added to back playground  
Outdoor trolleys introduced for play equipment  
School staff supporting Cluster schools with Internet of Things (IOT) project  
West Lothian Netball tournament  
National Young Engineer Competition Highly Commended award  
Parental Pop-Ins – Curriculum afternoon/evenings (Reading focus, Scots Language and STEM)  
Class Assemblies for Parents/Carers in school  
Christmas/Easter and Summer Services for School and Community at Kirk of Calder  
Successful Health week – including Bikes2School day, martial arts training, mindfulness, yoga and a variety of sports activities supported by staff and partners  
2 teams entered into Gala football festival  
Runner up in Gala football festival  
P7 winners at West Lothian Athletics Festival  
Return of School Nativity for Parents involving all P1-P3 children

How good is our school? The quality indicators\* evidence that:

1.3 Leadership of Change	Good
2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equality and inclusion	Very Good
3.2 Raising attainment and achievement	Good