



**Craigdhu Primary School**  
Standards and Quality Report



sustainable thriving achieving

**East Dunbartonshire Council**

[www.eastdunbarton.gov.uk](http://www.eastdunbarton.gov.uk)



## Context of the School

**School values :** EXCELLENCE ..NURTURE ..DETERMINATION  
..ENCOURAGEMENT ..ASPIRE ..VALUED ..OPEN ..  
UNITED ..RESPECTFUL

**"Ready to Participate, Ready to Learn, Ready to Lead...in Craighdu we are READY."**

### Context of the school:

Craighdu Primary School is a non-denominational school situated in Milngavie. It has a very attractive open outlook with an extensive playground which includes a variety of play equipment and attractive areas to enjoy. The school building is well maintained and surrounded on three sides by countryside. A large wooded area "The Living Classroom" is used by all pupils as both additional playground space and as a resource for learning. The school has full facilities for children with additional support needs.

We have high levels of attainment with almost all pupils in P1 achieving early level, most pupils in P4 first level and with almost all pupils in P7 achieving second level across all curricular areas. We have a few children receiving FME (free meal entitlement). The majority of pupils live within deciles 9 & 10 with no pupils in deciles 1 & 2.

We used our allocation of PEF (Pupil Equity Funding) to target closing the poverty related attainment gap in Digital Learning. Resources and interventions, included staff training, and benefitted all pupils with FME pupils being carefully targeted and tracked.

The school roll is 248 with twelve classes. The staffing compliment of thirteen full time equivalent teachers includes the head teacher, one depute head teacher and two job share principal teachers. We have music instructors who teach cello, clarinet, double bass, flute, French horn, saxophone, trombone, trumpet and violin which have continued remotely throughout the pandemic. The school is very well supported by two classroom assistants, three clerical assistants and three support for learning assistants.

Parents are extremely supportive of the school. There is a very active and enthusiastic PTA which holds many events throughout the year. Our parent council are committed to representing the parent forum and are proactive in enhancing partnership.

CfE NIF Levels	Reading	Writing	L&T	Numeracy
P1 (Early)	24 children			
Attained level	96%	96%	96%	100%
Primary 4 (first)	34 children			
Attained level	91%	88%	97%	97%
Primary 7 (second)	32 children			
Attained level	90%	90%	100%	94%

**School priority 1:**

**NIF Priority:**

HGIOS24 QIs

**3.1 Ensuring Wellbeing, Equality and Inclusion.**

**NIF Driver: Improvement in Young People's Health and Wellbeing**

**Progress and impact:**

A range of strategies were used to support pupils on their return to school in August. These included weekly emotion check-ins, nurture approaches and bereavement support. Ongoing support was provided by the Educational Psychologist throughout the year through the Pupil Support Group.

There was a focus upon HWB to ensure a smooth transition for pupils on their return to school from Lockdown 1 & 2, supporting positive classroom experiences and any identified learner needs. Growth Mindset sessions continued across all Cohorts, Lifelink counselling provided support for identified individuals in P6 and P7 with referrals from both school and home and the DHT provided weekly LIAM sessions for identified children in Cohorts 3-7. These interventions supported children to develop a deeper understanding of their mental and emotional health and wellbeing ensuring they were able to articulate challenges and agree upon appropriate strategies to overcome them.

Consistent approaches and clear routines, shared with parents in advance of schools returning, supported children to re-engage with school life and almost all pupils settled quickly back into school life, enjoying being reunited with their peers. Children enjoyed a positive transition experience and were supported fully with any challenges, especially with mental and emotional health support. All staff worked closely with families both during lockdown and on return to school to support our young people. Staff and families communicated regularly via SeeSaw to ensure best outcomes for pupils.

Almost all of our young people are coping well, and interventions are in place for those who continue to find the return to school challenging.

During the final term two after school clubs, BSL and choir, were offered to all children via Teams to re-engage our young people with extra-curricular activities.

**Next Steps:**

H&WB assessments will be complete with all pupils, Sept/April, with results for P4-7 being tracked using the EDC H&WB tracker. P1-3 results will be collated and analysed by DHT.

Pupil voice will continue to be encouraged via digital 'worry jar' check in forms.

Develop pupil voice groups to ensure that children have increasing opportunities to influence school life and improvements (SIP groups)

Continue to develop partnership working across school community to ensure continuity in language of learning attitudes and mindset

**School priority 2:**

- NIF Priority: Family Engagement
- NIF Driver: Improvement in attainment, particularly in literacy and numeracy
- NIF Driver: Assessment of children's progress Parental Involvement

**HGIOS?4 QIs**

- 2.3 Learning, teaching and assessment
- 2.5 Family Learning
- 2.6 Transitions
- 2.7 Partnerships
- 3.2 Raising attainment and achievement

**Progress and impact:**

Parents and families are supported to be involved in the life and work of their child's school.

Parents and families are supported to engage in their child's education throughout their learning journey. A range of formative and summative assessments, both formal and informal were used to determine progress and identify gaps in learning with all pupils. SLT met regularly with staff throughout the session to agree targets and strategies to support all learners. Following a survey of parents, we adjusted the learning focus in some areas of the curriculum this year to allow more time in literacy, numeracy and outdoor learning. Identified targeted groups of learners continued to be supported remotely throughout lockdown 2 and in school by Support Staff and Class Teachers. Support staff were trained in Maths Recovery, Literacy and Digital Learning to support this. Advice and training was provided for families to support home learning. This has ensured that our children have had their learning needs identified, gaps in their learning narrowed and ensured that they have continued to make good progress in their learning. Attainment is high across the school with almost all pupils reaching their targets in literacy and numeracy. A recent data analysis has shown that while attainment is very good we do have an attainment gap in writing. This gap will be addressed through our school improvement plan next session using Pupil Equity Funding, our new Principal Teacher and staff training.

Seesaw continues to be used effectively by children, staff and parents as a communication tool. This is supported by class newsletters, School Newsletters, Groupcall and Twitter, to keep our families informed of and share in school experiences, helping to promote engagement with the life and work of the school. 3 written reports (term 1 and term 3 and term 4) along with extensive feedback on home learning through lockdown in term 2, has ensured parents/ carers have a clear understanding of their child's progress and learning needs. A recent survey has shown that our families value Seesaw as a form of communication to help them engage with their children's learning and wish us to continue and expand it next year.

SLT worked closely with the Parent Gardening group(weekly) to ensure that the Keep Scotland Beautiful grant, secured in December 2020, was used to develop our Outdoor Learning space. The addition of a Polytunnel, fruit beds, orchard and additional seating was in place for the whole school return in April and our young people and staff have benefitted from these additions both in their learning and in terms of H&WB.

**Next Steps:**

Yearly Calendar to be distributed in August.

Further develop See Saw, Teams and Google Drive as a communication tool.

Embed monthly class newsletters.

Make more effective use of FORMS as means of gathering pupil/parent voice.

Include parents in SIP groups and Outdoor growing projects. (if mitigations allow)

Phone call interviews for parents, September for P1/P7 parents, October/November for P2-6

Face to face parent interviews during Term 3, if mitigations allow.

Continue to review reporting format with school community.

**School priority 3:**

**NIF Priority: School Improvement**

**NIF Driver: Continuing to ensure equity and educational continuity  
In-school/Home learning via digital platforms**

HGIOS?4 QIs

**3.1 Ensuring Wellbeing, Equality and Inclusion.  
3.2 Raising attainment and achievement**

**Progress and impact:**

The guidelines on reporting and use of Seesaw as a communication tool were agreed with the Parent Council 24/11/20. This included opening the two-way communication channel with parents to support parents understanding of their children's progress and encourage parental engagement in their children's learning.

The EDC Digital Learning Community TEAMS tile was signposted to all staff throughout the session as a tool to upskill staff's digital literacy.

All classes created a class TEAMS channel during term 2, which was shared with SLT in order that they too could participate in the children's remote learning. This proved to be particularly beneficial during Lockdown 2 as it enabled teaching and support staff to engage with children on a daily basis. It ensured that a consistent approach to using TEAMS was established throughout the school, with check in's and teaching online throughout lockdown. This, coupled with the effective use of SeeSaw resulted in almost all children engaging with remote learning. Feedback from children, staff and parents was very positive and school staff worked hard to ensure that quality learning experiences were offered to all our young people. The February INSET with staff focused upon ensuring that appropriate, shared and co-created learning intentions and success criteria were provided and these were used to provide quality feedback and generate learning targets for pupils.

During the May In-service further training in the use of Google drive was completed with all staff as well training in Boardmaker.

Staff training in Learning, Teaching and Assessment, led by HT and QIO's, focussed upon summative assessment to compliment the formative assessment training carried out in February. This supported collegiate sessions across the school year, reviewing assessment and progression of skills across a level to support professional judgements and inform tracking and monitoring. Tracking and monitoring meetings continued with all staff throughout the session. Data analysis from these meetings is ongoing via tracking meetings and professional reading groups as part of the collegiate calendar.

**Next Steps:**

Building confidence and consistency of approach through CLPL, professional discussions and coaching in context to include:

The Learning, Teaching and Assessment cycle, Planning, Formative and Summative assessment strategies, Peer and Self-assessment, Tracking and monitoring, Data analysis / progress in attainment, SNSA assessment and analysis to inform improvements, Quality assurance calendar.

## Key Priorities for School Improvement Planning 2021 - 2022

### 1. Learning, Teaching & Assessment

To improve the consistency of learning, teaching and assessment across the school through:

- consistent use of learning intentions and success criteria which are shared, co-created and visible
- the use of a variety of formative assessment strategies to inform progress and next steps in learning and teaching
- the improved use of feedback and target setting to inform next steps
- the use of peer and self-assessment
- the development of more robust tracking and monitoring systems that are well-understood and used effectively to secure improved outcomes for all learners
- tracking of data which will demonstrate improvement in attainment levels across the school
- the development and implementation of the Craigdhu PS Learning, Teaching and Assessment Policy

Quality Indicator 2.3 will be self-evaluated as good.

### 2. Raising attainment in literacy

To raise attainment in literacy through the:

- implementation of the Talk4Writing Approach across the school- Imitation, Innovation and Invention
- moderate standards across the learning partnership group / associated Talk4Writing school
- implementation and review of new reading planners
- development of effective moderation procedures for planning, learning and teaching and assessment from early level to third level
- shared understanding of achievement of a level to ensure robust and consistent professional judgement

3.

### Enhanced School Ethos

To enhance the ethos and culture of our school to reflect a commitment to children's rights and positive relationships through:

- A shared community understanding of our vision, values and aims
- Improved pupil voice through assembly programme, leading learning and pupil SIP groups
- Implementation of reviewed positive behaviour policy
- Implementation of EDC HWB tracker P4-7

**What is our capacity for continuous improvement?**

Quality indicator	School self-evaluation	Inspection/ Authority evaluation ( If available)
1.3 Leadership of change	3	3
2.3 Learning, teaching and assessment	3	3
3.1 Ensuring wellbeing, equity and inclusion	3	3
3.2 Raising attainment and achievement	3	3