

# Craigdhu Primary School

## Standards and Quality Report

### 2022/23



## Context of the School

Craigdhu Primary School is a non-denominational school situated in Milngavie.

Our school website celebrates our pupils and our fantastic facilities. Information about our Vision, Values and Aims are available on our website. [www.craigdhu.e-dunbarton.sch.uk](http://www.craigdhu.e-dunbarton.sch.uk)

The school roll is 200 pupils with 9 classes. The staffing compliment of 13.2 full time equivalent teachers including the Head teacher, one Depute Head Teacher, a FT Principal Teacher and 0.6 Principal teacher. We have music instructors who teach strings and brass. The school is very well supported by 2 classroom assistants, three clerical assistants and 2.5 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.**

We have high levels of attainment with almost all pupils in P1 achieving Early Level, almost all 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 and 10 with no pupils in deciles 1 and 2.

We used our allocation of PEF (Pupil Equity Funding) to target closing the poverty related attainment gap in writing and reading. Resources and interventions, included staff training in Talk4Writing and a 0.2fte ASN teacher to identify and support gaps in reading in P4-7. This benefited all pupils with FME pupils being carefully targeted and tracked.

## Progress in School Improvement Plan (SIP) priorities

School priority 1: Raising Attainment in Reading	
<p>NIF Priority Choose an item.</p> <p><b>Improvement in attainment, particularly in literacy and numeracy.</b></p> <p>NIF Driver school improvement curriculum and assessment</p>	<p>HGIOS?4 QIs</p> <p>QI 3.2 Raising attainment and achievement</p> <p>QI 2.3 Learning, Teaching &amp; Assessment</p>
<p>Progress and Impact:</p> <p>Very good progress was made in raising attainment in reading through the implementation of a progressive guided reading and bespoke phonics / spelling programme. A clear, consistent progressive programme for phonics into spelling has been shared with staff and implemented in <b>all</b> classes. <b>All</b> staff participated in training during INSET 4 and over a series of collegiate sessions. Ongoing assessment has been included within the planning with agreed baseline assessments in place September/May in order that value added can be tracked. <b>All</b> teachers have and use a copy of our Teacher's guide which has been produced in consultation with them. The programme has been aligned with the school's reading programme. By the end of 2023 / 2024 qualitative data will be analysed in order to share the value added.</p> <p>A staff led working party revisited pedagogy for learning and teaching in reading and signposted ways to develop effective reading habits across the whole school community. The refreshed pedagogy will be shared with <b>all</b> staff next session and used as a focus in the revised reading pathway. As a result of the work around developing effective reading habits, the school has achieved their Gold Reading Award. This was celebrated in the Scottish Parliament. <b>All</b> classes have a literacy rich environment, with designated library/reading areas, regular school library visits and working walls that further enhance this ethos.</p> <p>Work was begun on developing oral and written comprehension resources, that align with the reading programme and group novels. These will be shared with staff as part of the revised reading pathway.</p>	

**All** staff have been provided with a “Skillful Questioning” Fan to support learner’s Higher Order Reading Skills and reading comprehension.

### Next Steps:

- Embed the Phonics into Spelling programme across **all** cohorts
- Audit of phonics into spelling programme August/March to assess value added
- Continue with reading programme in P4-7
- Focus on quality feedback to inform learners’ next steps
- Embed questioning strategies within pedagogical approach
- Model reading comprehension strategies to all support learners

### School priority 2:

NIF Priority Choose an item.

**Improvement in attainment, particularly in literacy and numeracy.**

NIF Driver school improvement  
curriculum and assessment

HGIOS 4 QIs

QI 3.2 Raising attainment and achievement

QI 2.3 Learning, Teaching & Assessment

### Progress and Impact:

Very good progress has been made in improving writing with almost all children on track or exceeding expectations. Talk4Writing has been embedded in **all** classes in both fiction and non-fiction genres. Moderation of writing has been established across **all** cohorts with learning walls to demonstrate progression of writing P1-P7 in **almost all** classes. Protected collegiate moderation sessions within the Working Time Agreement have been attended by **all** staff, including an INSET session with a cluster school. Moderation of writing is embedded across **all** cohorts with protected time resulting in a shared understanding of the achievement of levels, more informed decisions and greater consistency in professional judgement for **all** staff. The opportunity for moderation in writing with a partner primary school was well received, with **all** staff requesting more opportunities to be included collegiately next session. The learning walls to demonstrate progression of writing from P1-P7 are evidenced throughout the school.

The P5/6 cohort successfully piloted cursive handwriting. Questionnaire feedback from children and parents said **almost all** preferred it with improved presentation being the most common reason and the children citing speed and ease of spelling as their preferences. Focus on presentation has resulted in improvement in **all** written work.

A skills progression was agreed and shared with staff. This has been embedded across **all** cohorts, providing a focus for planning, learning, teaching and assessment.

### Next Steps:

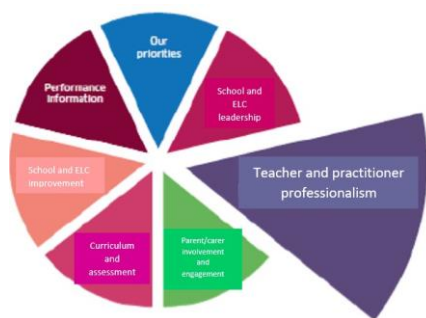
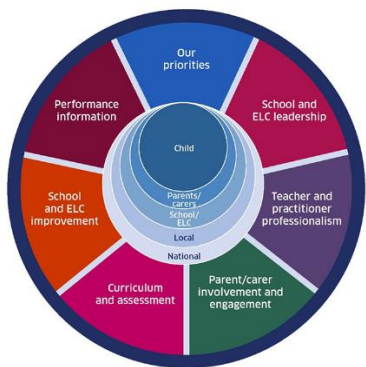
- Embed phonics into spelling progression
- Devise curriculum pathways based on progressions in writing, spelling and phonics
- To broaden our pedagogical approaches in writing, in order to expand all our learners’ experiences
- To develop the cursive style handwriting programme across the whole school
- To provide further opportunities for cluster moderation of writing

<b>School priority 3: Health &amp; Wellbeing - Inclusion &amp; Equity for all</b>	
NIF Priority <b>Improvement in children and young people's health and wellbeing</b> Choose an item.  NIF Driver            parent / carer involvement and engagement school leadership	HGIOS?4 QIs QI 3.1 Wellbeing, equality & inclusion  QI 2.5 Family Learning
<b>Progress and Impact:</b>  Excellent progress has been made in raising awareness of inclusion across the school community. The individual needs of pupils have been met through appropriate strategies in place to support wellbeing: Kitbags, LIAM, Lifelink are all embedded within school. Rigorous SHANARRI checks and follow up support is integrated into assessment planning.  <b>Almost all</b> Learners, staff and parents demonstrate inclusion, equity and tolerance in their attitude and relationships. <b>All</b> staff are trained in new RSHP & LGBTQ+ programmes of study and guidance. Information has been agreed with Parent Council and shared with parents. Pupils have led inclusion assemblies and shared information leaflets with school community in order to promote inclusion. This was based upon the contributions to learning from visitors to the school to promote inclusion. There has been positive feedback from <b>all</b> school partners captured during parent meetings, SIP groups and staff meetings.  Learning experiences have been related to the relevant UNCRC articles including enhanced school community awareness and we are hoping to achieve our gold award.  We have promoted community awareness of digital learning and internet safety and are the first school in East Dunbartonshire Council to achieve <b>all</b> 3 Digital Awards.  Positive behaviour and restorative practices are embedded across the school community which has resulted in fewer conflicts and enhanced understanding of conflict resolution.  Next Steps: <ul style="list-style-type: none"> <li>• To continue to promote Digital wellbeing, inclusion and RRS actions. Across the session, Seasons for Growth will be offered as necessary.</li> <li>• Through the reading programme and enquiry based learning, we will continue to embed LGBTQ+ and RSHP.</li> </ul>	

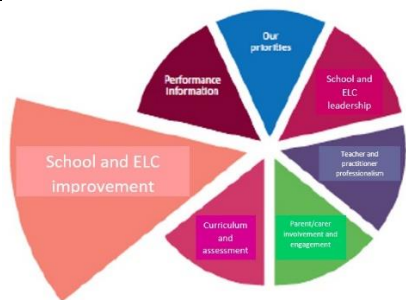
**The National Improvement Framework key drivers which currently shape our curriculum are raising attainment and addressing inequity.**

**Our Priorities for 2023/2024 are :**

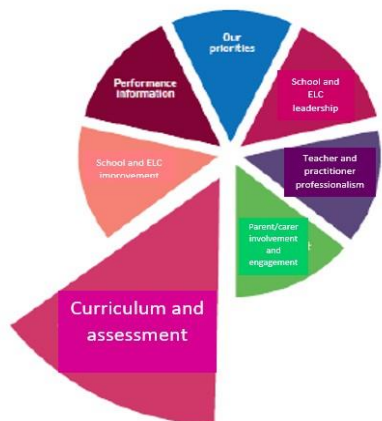
**Raising Attainment in Reading (Year2)**  
**Raising Attainment in Writing (Year3)**  
**Play into Enquiry (Year1)**



**Teacher and practitioner professionalism:** Our teachers are highly committed, motivated and engaged in their own professional learning. As a staff we ensure that systems and processes, including planning, are not overly bureaucratic. **All** staff engage in continuing professional development that impacts positively on the learning and teaching in their classroom, contributing to school improvement. **All** of the teaching staff are now engaged in the five-yearly cycle of Professional Update, with a number of teachers being awarded GTCS Professional Recognition of their expertise. This further illustrates their commitment to professional learning. Our support staff are a valued part of our team and engage in **all** training opportunities linked to school improvement and personal development. As a community this year, there has been a particular focus on embedding the UNCRC articles within school life.

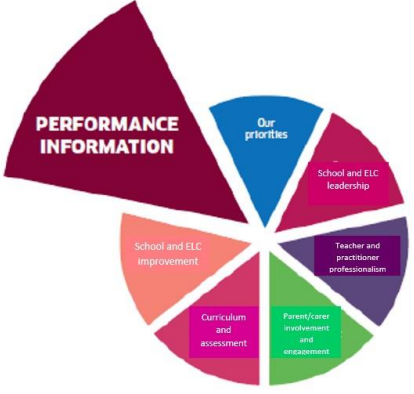
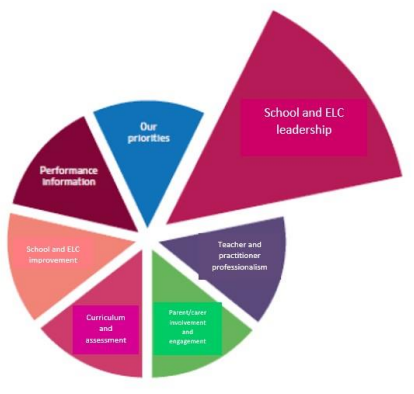
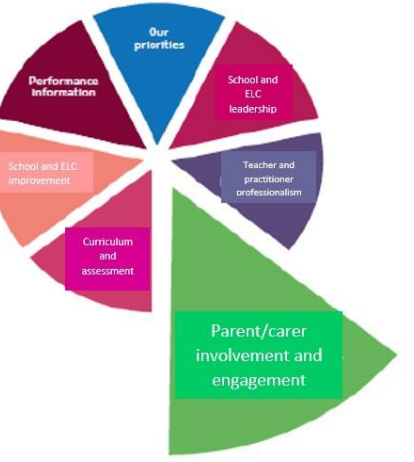


**School and ELC Improvement:** Overall we are delivering **good** learning and teaching within a range of experiences which enhance the curriculum offered. Our approach to school improvement planning underpins our ambition in working towards consistently **very good** learning and teaching. To achieve this, we plan and evaluate learning and teaching for **all** pupils to enable them to be actively engaged in their learning. Our curriculum is **good**, focusing on the child as a learner, and allows for breadth and depth of learning offering challenge and participation in **almost all** classes. Opportunities for personalisation and choice are developing through Play2Learn and Enquiry based learning. We make **good** use of our local area and, working with our partners, plan for opportunities to provide real, relevant and stimulating opportunities to learn, including skills for work to promote sustainable lifelong learning.



**Curriculum and assessment:** At Craigdhu our curriculum identifies key skills and values for life and is set within the four contexts of learning. Our planning for learning is organised in line with the seven principles for curriculum design and eight curriculum areas. This is captured through planning meetings, professional dialogue and observations to ensure that the seven principles impact on all our learners. The rights of every child is organic throughout our curriculum and is evidenced in our planning and pupil voice. In June 2023 **almost all** of our learners across our school had achieved the appropriate national level in Literacy and in Numeracy and Mathematics. Progression through levels, allowing the opportunity for attainment at the highest level, has been achieved through analysis of assessment data and tracking. Across the school there is an ethos of high aspiration and ambition for all our learners. These are reflected in our Vision and Values. Health and Wellbeing is at the heart of **all** learning and teaching, with rigorous assessments twice yearly and appropriate follow ups as necessary. An inclusive ethos is evidence through child led assemblies, pupil voice displays and pupil communications with the school community. **Almost all** of our young people self-regulate their behaviour. Where challenge arises children are supported through



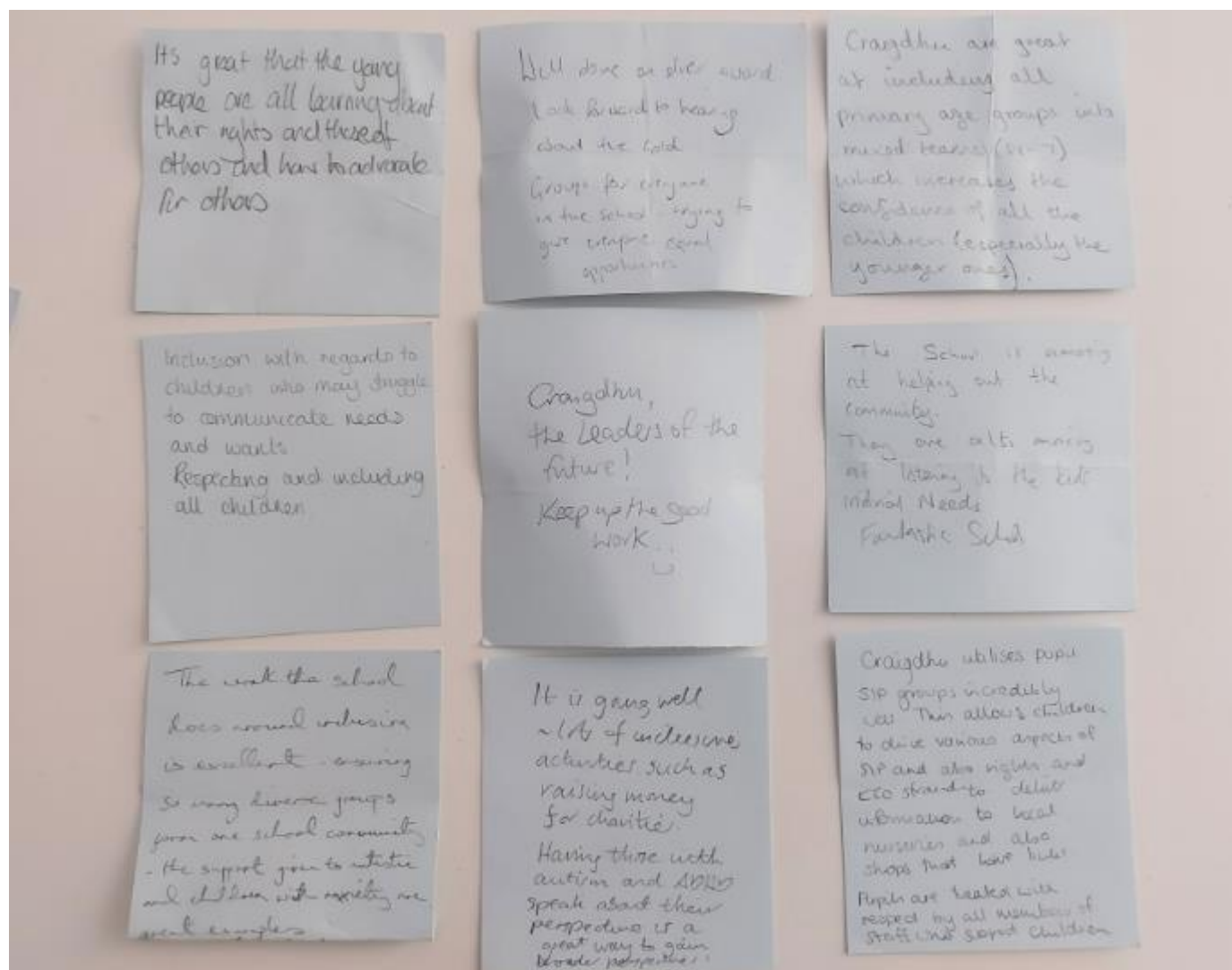
	<p>restorative approaches to think through what has happened, what was the impact, what needs to happen to put things right. Our Positive Relationships and Behaviour Policy and our Rights Respecting charters support this in class and the playground.</p> <p>Outdoor Learning and Forest Schools is a key part of our curriculum, celebrated, valued and supported by our whole school community.</p>
	<p><b>Performance Information:</b> All teachers collate and analyse attainment data for all pupils, in line with our Assessment, Tracking and Attainment policy. Professional dialogue with SLT informs next steps and appropriate interventions. Attainment, achievement and participation are recognised, celebrated and shared with the young people and parents/carers. This is done through regular school/class newsletters, 'Ask me Abouts', parent phone calls/ meetings, Seesaw, reports, weekly and end of term assemblies and promotion of good communication between school and parents through Groupcall Twitter, Instagram and Facebook. This has been agreed and shared in our Communication Policy. Learning festivals showcasing our children's enquiry learning and Stay and Play sessions have been attended regularly by parents across the session.</p>
	<p><b>School and ELC Leadership:</b> Craigdhu Primary is committed to promoting leadership at all levels, ensuring that <b>all</b> staff are involved in career long professional learning. School staff have taken part in leadership courses at local and national level. This has included a teacher taking part in the Middle Leadership Programme delivered by Education Scotland. The SLT model their commitment to lifelong learning through engagement in Into Headship, Excellence in Headship and Masters in Educational Leadership. The Into Headship programme has enabled the Head Teacher to work with SLT and the school community to carry out a needs based analysis to identify areas for strategic change. Pupil voice is integrated throughout school life and the Pupil Council created a Child friendly School Improvement Plan - HGIOURS which is displayed in every classroom.</p>
	<p><b>Parent/carer involvement and engagement:</b></p> <p>Parental engagement has been promoted through SIP groups, enquiry based learning, Digital Wellbeing Award, Rights Respecting Schools and the Reading School Award. Parental voice has been promoted through whole community consultation resulting in our Digital Wellbeing and RRS charters. Regular feedback is sought through Forms questionnaires and our SIP stalls during parent's meetings. Parents are welcomed into school regularly to share their children's progress through Learning festivals showcasing our enquiry learning and Stay and Play sessions. Christmas shows, assemblies and sports day have also been well attended. We have a very active and supportive Parent Council and PTA who promote and contribute to school improvement. Feedback from our SIP stalls at parents night was all related to the inclusive ethos within Craigdhu Primary.</p>
<p><b>Closing Poverty Related Attainment Gap</b></p>	
<p>School staff have identified individuals who face barriers to their learning by regularly gathering evidence and analysing data. A range of interventions and strategies are in place to support these children which this session have focussed upon Talk4Writing training and delivery, PM Benchmarking in reading and phonic/spelling support. Professional dialogue is key in identifying those strategies which have most impact. Meetings with staff are held to review and plan next steps in learning based upon ongoing assessment. The Pupil Equity Fund has been used to support us in this. <b>Our key drivers for the Pupil Equity Fund</b> have been developing pedagogical capacity within staff in learning and teaching of phonics into spelling and focussed interventions to support reading. Very good progress was made in phonics and spelling with measurable data demonstrating value added, which will be available at the end of 2023 / 2024.</p>	

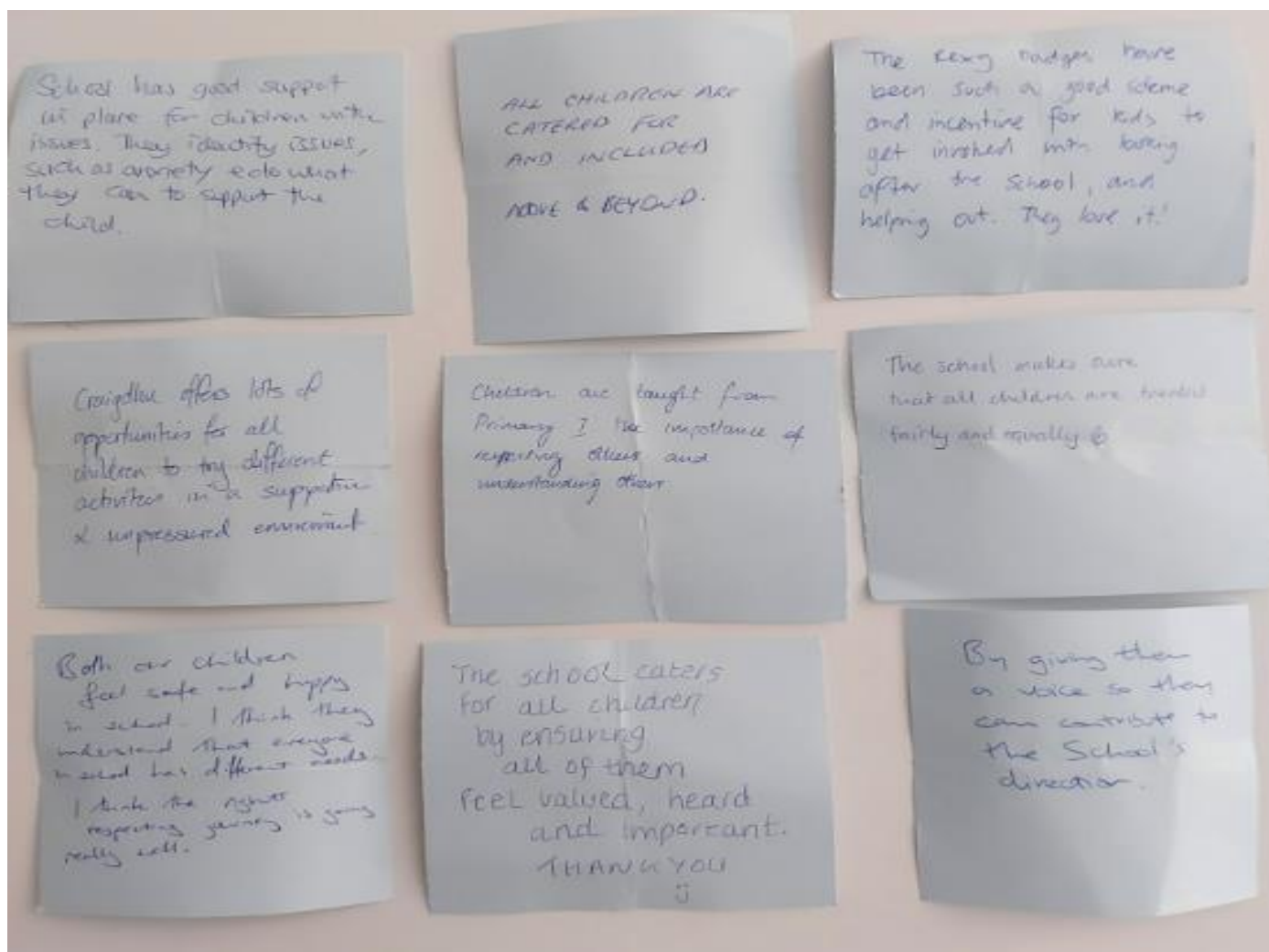
Our school community achievements over the past 2 years, have included:

- **8<sup>th</sup> Eco Flag**
- **RRS Silver award**
- **Gold Reading Schools Award**
- **We make music Digital award**
- **Cyber Resilience & Internet Safety Award**
- **Digital technology Award**
- **Digital Wellbeing Award**
- **Forest Schools Accreditation**
- **Cycle Friendly Award**

These awards reflect the commitment of the whole community to active lifestyles and the many benefits the outdoors has on children's wellbeing, learning and development and our commitment to developing global citizens and digital technologies.

## Parental Voice





## Achievement of Curriculum for Excellence (ACEL) data

ACEL data at the end of June 2023				
	Reading	Writing	Talking & Listening	Numeracy & Mathematics
Early level by end of P1	all	all	all	all
First level by end of P4	almost all	almost all	almost all	almost all
Second level by end of P7	all	all	all	all

## Self-evaluations of How Good Is Our School? (4<sup>th</sup> edition)

Quality indicator	School self-evaluation	Inspection/ Authority evaluation
1.3 Leadership of change	Good	Choose an item.
2.3 Learning, teaching and assessment	Good	Choose an item.
3.1 Ensuring wellbeing, equity and inclusion	Very good	Choose an item.
3.2 Raising attainment and achievement	Good	Choose an item.



## Summary of School Improvement priorities for Session 2023/24

- 1.Raising attainment in Literacy-Reading
- 2.Raising attainment in literacy- Writing
- 3.Play into Enquiry

### What is our capacity for continuous improvement?

Our capacity for continuous improvement is very good.

Our children are increasingly confident about sharing their learning and have opportunities to do this in their classes and in whole school Pupil Voice Groups. (SIP groups)

Our stage partners create strong teams who work together to create continuous learning and teaching approaches across each stage level at almost all stages. The Senior Leadership team have proactively organised the school to support staff to continue to develop strong collegiate working for the benefit of our children.

PRD, CPD priorities means that we can be responsive to the school's needs and support quality learning and teaching. Staff led working parties in Reading, Writing and Play into Enquiry next session will allow staff to share expertise and knowledge with one another. Professional reading will support these developments. For working parties staff have identified action points from the evaluation of this session's School Improvement Plan and these will inform planning.

We work collegiately with our cluster Primary schools which will support joint learning across the cluster and open up new opportunities. We have taken opportunities to link with other schools in East Dunbartonshire Council in our Learning Partnership Group (LPG) and catchment high school, Douglas Academy.

We are supported by a proactive Parent Council and PTA who support and challenge the school to achieve the very best for our young people. The relationships across the school partners is strong and based upon mutual trust and respect. We work together to find solutions to move the school forward.

We take opportunities to stop and evaluate **why** we are doing, **what** we are doing and **how** we are doing and adapt plans accordingly to drive forward improvement. We use HGIOS 4 to evaluate our progress, continuing to look inwards, outwards and forwards in our planning.

We use data regularly and effectively to triangulate the assessment evidence we have about children and their learning to be better able to identify the right support for the right child at the right time. These interventions are impacting positively on attainment and achievement. Our leadership team is experienced and are proactive in keeping Craigdhu children at the heart of the work we do in school.