

Craigdhu Primary
Standards and Quality Report
2023/24



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 Craigdhu we are READY."



Craigdhu Primary School is a non-denominational school situated in Milngavie. We are a UNCRC Gold school with the rights of the child at the centre of all we do. Pupil voice is strong across the school and they have been pivotal in earning our Gold Reading award, Digital School awards, ECO Flag, Silver Sport award and Digital Music award amongst others.

The school 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. We have a poly tunnel, orchard and planting areas, all of which are nurtured by pupils, parent volunteers and staff. A member of staff is Forest Schools Trained and all pupils have outdoor learning integrated into their learning.

The school has full facilities for children with additional support needs, with Support Staff actively involved in supporting learning under the direction of Class Teachers.

We have high levels of attainment with 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 reading. Resources and interventions, include revising the reading, phonics into spelling, writing and grammar progression pathways, a 0.2 ASN teacher to identify and support gaps in reading in P1-7, development of reading comprehension assessments and play into enquiry progression planners. This benefited all pupils with FME pupils being carefully targeted and tracked.

The school roll is 195 with 8 classes. The staffing compliment of 13.8 full time equivalent teachers includes the head teacher, one depute head teacher, one principal teacher and a 0.6 principal teacher. 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.

Progress in School Improvement Plan (SIP) priorities

School priority 1: Raising attainment in Reading		
NIF Priority	Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children	HGIOS?4 QIs QI 3.2 Raising attainment and achievement QI 2.3 Learning, Teaching & Assessment
NIF Driver	curriculum and assessment school improvement	
<p>Progress and Impact:</p> <p>All teachers have embedded and consolidated the Craigdhu pedagogical approach to phonics into spelling. Most children across the school, have demonstrated improvements in phonics / spelling from pre-assessment to post assessment. The value added is as follows:</p> <p>Almost all classes continue to have a literacy rich environment with children contributing to the literacy working walls and displays which reflect the ongoing learning and teaching. Continuing progress in class libraries, with author or genre of the week/month is evidenced in most classes.</p> <p>Most learners use dialogue effectively to further develop reasoning, collaboration and good habits of thinking. Most teachers provide high quality feedback to learners with more focussed dialogue between staff and individual learners to facilitate high quality feedback for themselves and peers, to inform individual next steps in learning. Some teachers are using observation effectively to inform planning, next steps in learning and classroom management. Greater emphasis on this will contribute to responsive planning, focussed feedback and classroom environments that reflect the needs and interests of all learners.</p> <p>The individual needs of almost all pupils are being met through high quality learning and teaching. Developments in the analysis and use of attainment data will ensure interventions are even more effective.</p> <ul style="list-style-type: none"> Professional reading based around feedback to pupils, pupil voice in the classroom, AIFL and observation. Data – introduction of more re-bust spreadsheet data analysis. Comprehension – ongoing work to continue the development of comprehension work which is aligned with new reading schemes, reciprocal reading and personal reading. This will also be supplemented by other comprehension resources. Fully embed the phonics into spelling and reading guidelines with planned audit for inset 4. Align dyslexia reading and comprehension resources with Big Cat resources. 		

School priority 2: Raising attainment in Writing		
NIF Priority	Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children	HGIOS?4 QIs QI 2.3 Learning, Teaching & Assessment QI 3.2 Raising attainment and achievement
NIF Driver	school improvement curriculum and assessment	
<p>Progress and Impact:</p> <p>All staff demonstrate a clear consistent approach in learning and teaching of non-fiction writing. Within non-fiction writing, most pupils agree targets and have a clear understanding of next steps in learning.</p>		

Almost all pupils have had increased attainment and achievement in writing at **all** levels. **All** staff are using a consistent approach to planning, tracking, assessment and handwriting. The individual needs of **almost all** pupils are being met through quality learning and teaching.

All pupils have an increased awareness of the process of writing and writing skills. Targeted groups of children across the school have demonstrated an increase in the quality/quantity of writing produced which is reflected in their attainment.

All staff have participated in moderation trios and also West Partnership cluster work to ensure shared expectations and agreed standards around achievement of a level.

Information has been shared with **all** parents in order to increase awareness of writing skills in order to support their children

Attainment raised in P4 by 4% from previous session with the gap between those learners on track and those exceeding expectations, narrowing.

Next Steps:

- Quality assessment & feedback
- Continue to embed the pedagogy, effective use of progression pathways / planners and continued opportunities for moderation with partnership schools.
- Evaluation of all aspects from working party planned for inset 4.

School priority 3: Enquiry Based Learning

NIF Priority Placing the human rights and needs of every child and young person at the centre

Choose an item.

NIF Driver parent / carer involvement and engagement

Choose an item.

HGIOS?4 QIs

QI 2.2 Curriculum

QI 3.3 Increasing creativity and employability

Progress and Impact:

Almost all pupils are leaders of their own learning and are supported to develop their own interests through Enquiry based learning. Inclusion has been at the centre of **all** learning.

All learners are developing creative and independent thinking skills through enquiry based concepts which facilitate their knowledge and value the world around them. This develops lifelong learning skills linked to the world of work.

The skills progression supports **all** pupils to become effective contributors, successful learners, confident individuals and responsible citizens who can contribute to the community and the world around them.

Almost all partners have a deeper understanding of digital learning and wellbeing. The achievement of all 3 digital schools awards has supported understanding across the whole school community.

Next Steps:

- Continue with Digital leaders in order to work towards Digital Award 4
- Continue to develop observations of learning through trio work, professional reading and working parties.
- CLPL of 'The circle' resource planned inset 2
- Further development of play into enquiry in P1-3
- Continue with LGBT champion group in order to work towards our LGBT youth charter group (pilot school)
- Continue our Rights Respecting Journey to a Sustainable Gold Award School

Attainment and Achievement Data

Curriculum for Excellence Levels at the end of June 2024				
	Reading	Writing	Talking & Listening	Numeracy & Mathematics
Early level by end of P1	all	all	all	all
First level by end of P4	most	majority	almost all	most
Second level by end of P7	all	almost all	all	all

Impact of Interventions for Equity and Pupil Equity Funding (PEF)

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 learners which this session has focussed upon 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. **Our key drivers for the Pupil Equity Fund** have been developing pedagogical capacity within staff in learning and teaching in reading and focussed interventions to support reading. Very good progress was made in reading during 2023/'24. Our data demonstrates the following gains in reading benchmarking:

P3 – pupils up 4-6 bands +

P4 – pupils up 4-10 bands +

P6 – pupils up 7-9 bands +

P7 – pupil up 9 bands +

From analysing our data, pupils are making so much improvement that there will be no requirement to benchmark current P6 when they move into P7. Interventions are having a positive impact across the school with less requirement for targeted interventions becoming apparent.

Self-evaluations of How Good Is Our School? (4th edition)

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

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 Metacognition, The Inclusive Classroom (CIRCLE) and Observation and Quality Feedback 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.

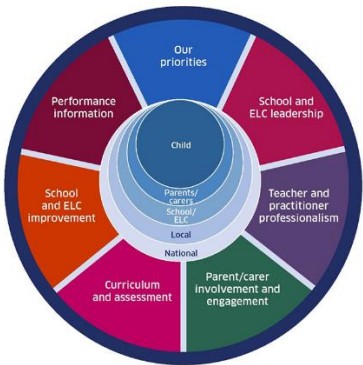

We take opportunities to stop and evaluate **why** we are doing, **what** we are doing and **how** we are doing and adapt plans accordingly to drive forward improvement. We use HGIOS 4 to evaluate our progress, continuing to look inwards, outwards and forwards in our planning.


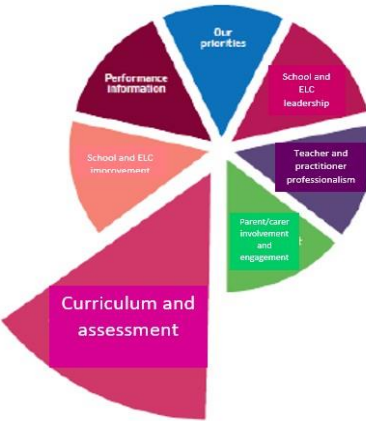
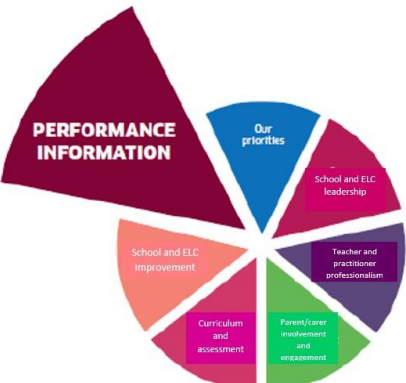
We use data regularly and effectively to triangulate the assessment evidence we have about children and their learning to be better able to identify the right support for the right child at the right time. These interventions are impacting positively on attainment and achievement. Our leadership team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

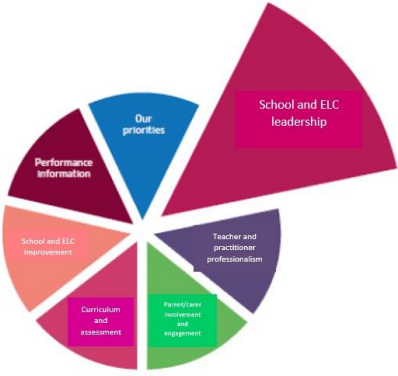
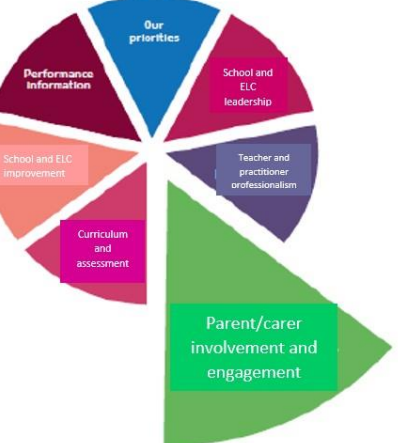
Summary of School Improvement priorities for Session 2024/25

- 1. Reading
- 2. Play into Enquiry based learning

What is our capacity for continuous improvement?

The National Improvement Framework key drivers which currently shape our curriculum are raising attainment and addressing inequity.	
	<p>Our Priorities for 2024/2025 are:</p> <p>Raising Attainment in Reading (Year3) Play into Enquiry (Year2)</p>
	<p>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. We are proud that we have achieved our Gold award and have recently completed our LGBT School Charter Award training.</p>

	<p>School and ELC Improvement: Overall we are delivering very 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 consistently within very good learning and teaching. In achieving this, we planned and evaluated learning and teaching for all pupils to enable them to be actively engaged in their learning. Our curriculum is very 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 very 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.</p>
	<p>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 2024 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 evidenced through child led assemblies, pupil voice displays, LGBT Champion pupil/teacher group, SIP groups and pupil communications with the school community. Almost all of our young people self-regulate their behaviour. Where challenge arises children are supported through 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 both in class and in the playground.</p> <p>Outdoor Learning, Forest Schools & Sustainability is a key part of our curriculum, celebrated, valued and supported by our whole school community and evidenced by our 9th Green Flag.</p>
	<p>Performance Information: 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, share the learning opportunities, 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>School and ELC Leadership: Craigdhu Primary is committed to promoting leadership at all levels, ensuring that all 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. Pupils and staff work together to lead on school priorities in their SIP groups.</p>
	<p>Parent/carer involvement and engagement: Parental engagement has been promoted through SIP groups, enquiry based learning, Digital Wellbeing Award, Rights Respecting Schools, Eco, PTA events 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 parents' consultations. 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>Closing Poverty Related Attainment Gap</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 our young people which this session have focussed upon 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. Our key drivers for the Pupil Equity Fund have been developing pedagogical capacity within staff in learning and teaching in reading and focussed interventions to support reading. Very good progress was made in reading during 2023/'24 with comprehension identified as a key area to prioritise in session '24/'25.</p> <p>Our school community achievements over the past 2 years, have included:</p> <ul style="list-style-type: none"> • 9th Eco Flag • RRS Gold award • Gold Reading Schools Award • We make music Digital award • Digital School Award • Cyber Resilience & Internet Safety Award • Digital Wellbeing Award • Forest Schools Accreditation • Cycle Friendly Award • iHeart P6 engagement • Frisson Foundation School Glee Challenge • Working towards LGBT School Charter Award including cluster work with Milngavie Primary School and Douglas Academy • Cluster work with Oakburn nursery – shared reading • P7 'The Thing' Debating with Douglas Academy • Active schools football & netball team events and athletics tournament. 	

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.