

Craigdhu Primary

Standards and Quality Report

2024 / 2025



Context of the School

Craigdhu Primary School is a non-denominational school situated in Milngavie. The building is single story and semi open plan. The school has a very attractive open outlook with an extensive playground and a large wooded area used by all pupils to facilitate outdoor 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. The school roll is 204 with 8 classes. The staffing compliment of 11.28 full time equivalent teachers includes the Head Teacher, one Depute Head Teacher, one Principal Teacher and a 0.6 Principal Teacher. The school is very well supported by two classroom assistants, three support for learning assistants, three clerical assistants and a housekeeper. We have music instructors who teach cello, brass, viola and violin.

At Craigdhu we aim to challenge and support all pupils in order to ensure that every child reaches their full potential by creating a happy, safe and inclusive environment. We motivate learners through our play to learn approach in Primary 1 and 2 which develops into enquiry-based learning in P3-7. High quality learning and teaching ensures that tasks are a mixture of teacher-led, teacher-initiated and child-led with responsive planning to adapt for the needs of our learners. Support staff work closely with teachers in order to support learning and additional support needs.

Almost all of the pupils in Craigdhu Primary live in an area described by the Scottish Index of Multiple Deprivation (SIMD) as highly affluent. We have no pupils who reside in SIMD decile 1, the majority of pupils live in deciles 9 & 10. A few pupils receive free meal entitlement. 3% of our pupils have English as an Additional Language. We used our allocation of PEF (Pupil Equity Funding) to target closing the poverty related attainment gap. This included developing resources to support enquiry-based learning and also provided targeted support for any gaps in learning as identified through rigorous tracking. Our average attendance for the school year 2024-2025 is 96.52%. We monitor attendance of all pupils and address any issues promptly to ensure high attendance rates.

Our school **values** are at the centre of everything we do and spell the word 'ENDEAVOUR':

EXCELLENCE * NURTURE * DETERMINATION * ENCOURAGEMENT * ASPIRE * VALUED * OPEN * UNITED * RESPECTFUL

Our school **aims** are as follows:

- Raise attainment and achievement of all pupils through Curriculum for Excellence
- Develop lifelong enthusiasm for learning
- Foster positive and productive partnerships with pupils, parents, outside agencies and the wider community
- Create an environment where children are happy and eager to learn, feel valued, supported confident and secure
- Help pupils to become independent learners, be aware of their social responsibilities and develop a positive attitude to life

Our vision is **Ready to Participate, Ready to Learn, Ready to Lead...in Craigdhu we are READY!**

We are a UNCRG 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, Gold Sport Award, LGBT Bronze Award and Digital Music to name a few.



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

Our Standards and Quality Report has been created in consultation with pupils, staff and parents. It provides an overview of the school's performance, successes and achievements in Session 2024 / 25 and identifies our main priorities for next year.

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 performance information	
Progress and Impact: Very good progress has been made in Raising attainment in reading as follows: 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: All dyslexic learners have benefited from up-levelled staff understanding following training. Appropriate resources have supported pupils and reading material is available for them all. Laptops have been purchased to support literacy within all classes P4-7. All classes have developed a literacy rich environment with almost all children contributing to literacy working walls and displays which reflect the ongoing learning and teaching. Almost all pupils are contributing to co-creating their own targets and linking these with both summative and formative assessment. Most pupils can talk about their learning and are able to describe their next steps in learning. Most teachers give feedback linked to success criteria and provide next steps for the pupils in literacy. In numeracy, the majority of teachers link next steps in learning and feedback to the success criteria. Next steps: <ul style="list-style-type: none">• Review and evaluate P4 / P5 reading programme to ensure this is challenging all pupils.• Continue staff development in line with feedback policy to ensure good quality feedback linked to success criteria for all pupils. This will ensure a consistent approach to feedback in literacy and numeracy.	

School priority 2: Play into Enquiry Based Learning

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

NIF Driver
school improvement
parent / carer involvement and engagement

HGIOS 4 QIs
QI 2.2 Curriculum

QI 3.3 Increasing creativity and employability
QI 3.1 Wellbeing, equality & inclusion

Progress and Impact:

Very good progress has been made in Play into Enquiry Based learning as follows:

P1-3 – **All** enquiry planners for P1-P3 are completed and have begun to be embedded. **All** staff have been trained in the pedagogy and associated planning. **All** E&O's and been evaluated and assigned to the appropriate age and stage.

P4-7 – **All** pupils have been tracked in metaskills. **All** staff continue observations to support this and update planners to reflect this.

Rights Respecting Schools – **Almost all** staff have been trained in Learning for Sustainability. This will be embedded into enquiry planners to ensure all pupils understand this key aspect of the curriculum.

We will continue to embed digital media into enquiry planners in order to develop **all** pupils' digital skills including Stop Motion.

Almost all staff have been trained in the pedagogy underpinning Better movers, Better Thinkers. Identified pupils have benefited from targeted support in this aspect. This should be continued next year with support staff working with small groups of children to develop their skills.

All staff have been trained in 'The Circle' and along with pupils, have contributed to self-evaluation linked to the Circle environment. This has provided a good opportunity to evaluate **all** classrooms and spaces. Actions have been taken in order to ensure improvement in this area, including classroom spaces and identified areas in the school developed to support additional needs. This has included organisation of literacy and numeracy resources in order to ensure these are clear and accessible to support **all** learners. **Almost all** staff took part in supportive visits to Mosshead in order to share good practice. Our Principal Teacher collaborated with staff from Baljaffray and St Nicholas to share ideas and potential next steps.

Next Steps:

- **P1-3** will embed responsive planning and adapt enquiry planners accordingly.
- **All** pupils P1-3 will continue to develop their skills in 'talking' about the enquiry cycle.
- **All** staff will create progression/reflection walls to include pupil voice and leadership of learning.
- We will continue to track metaskills for **all** pupils.
- **All** staff will continue observations to support this.
- To develop the Circle Framework year 2 within the school with a focus on the participation scale.
- **All** Support Staff to continue Better Movers, Thinkers with identified pupils.
- Integrate Better Movers, Thinkers with PE lessons.
- Continue to embed digital media into enquiry planners in order to develop **all** pupils' digital skills including Stop Motion.
- Inspection for Sustainable Gold Rights Respecting School accreditation.

Progress in National Improvement Framework (NIF) priorities

- As a gold accredited school we ensure that human rights and the needs of every child and young person is at the centre. This has included integrating children's rights into the curriculum, ensuring pupil voice through SIP groups and also EDC pupil forum. Due to our innovative enquiry curriculum, we have been selected as the 'spotlight' school for UNICEF to share good practice nationally as a case study for their website.
- As a Cycle Friendly school we were selected to highlight good practice and participated in filming for the Sustrans website and Scottish Television News.
- We achieved our Bronze LGBT charter award, this has been carefully managed in line with our RSHP focus.
- We have focused on closing the attainment gap through careful management of support planning. This has also ensured equity for all learners to raise attainment.
- Through development work, staff are confident in literacy teaching and assessment. Clear guidelines have been developed collegiately for reading, phonics and spelling which will be sustained next year. Through self-evaluation, numeracy planners were identified as an area requiring development to support pace and challenge throughout the school. This will be implemented next session along with associated assessments, resources and clear advice for pupil feedback in numeracy.
- SHANARRI tracker and assessment has identified pupils for further follow-up as required. SHINE data was also collected. We have been piloting the adapted version of 'Let's Introduce Anxiety Management' (LIAM) which supports neurodiverse pupils. The emerging evidence from this is positive. We continue to support families through a variety of strategies including an agency to support with behaviour management and wellbeing at home. 3 staff completed refresher training in Seasons for Growth.
- Parent experts have linked with classes in order to share transferable skills linked to the world of work.

Attainment and Achievement Data

Curriculum for Excellence Levels at the end of June 2025				
	Reading	Writing	Talking & Listening	Numeracy & Mathematics
Early level by end of P1	almost all	most	all	almost all
First level by end of P4	most	majority	all	most
Second level by end of P7	almost all	almost all	all	almost all

We celebrate wider achievements during assembly with pupils. We offer a range of after school clubs and lunchtime clubs which have included tennis, table tennis, netball, football, Euroquiz, dance and Glee club. We support Active Schools competitions and associated Douglas Academy cluster sports events.

Our achievements are as follows:

- We achieved our LGBT bronze award
- We reached the West of Scotland finals in the Glee competition
- We continue to sustain our gold reading schools award
- We are working towards our gold sports award
- We are working towards our gold sustainable rights respecting school award

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

Staff have worked closely with the Senior Leadership Team (SLT) to identify pupils who require further support and have integrated targeted support into their learning. They have used a range of strategies and support staff have worked closely with class teachers and the SLT to deliver this support. Through tracking, ASN and Forward Plan meetings, professional dialogue has supported this aspect and impact has been identified as follows:

Literacy support	Reading Benchmarks and Writing Support
P1	All pupils within the identified support group have retained initial sounds. It was noted that pupils learned the skill of blending more readily than previous years as they were secure in their basic phonics knowledge.
P2	All pupils have been supported within writing. The impact of this is that at the end of last year the children could only write 1 to 2 sentences with support and can now complete 3 to 4 sentences independently.
P3	All pupils have been supported to write a 3/5 part story independently. The children have gained 4 levels in their reading.
P4	All pupils have gained between 3 and 4 levels in reading.
P5	All pupils have gained between 5 and 11 levels in reading.
P6	All pupils have gained between 3-12 levels in reading.
P7	All pupils had achieved level 30 by Nov 2025 Pupils increased between 4 and 9 bands.

Our key aspect of the Pupil Equity Fund is developing pedagogical capacity with **all** staff to ensure that this is sustainable. We have demonstrated with the current P7 cohort that the support put in place from P4 through to P7 has supported learning and positively impacted the attainment.

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.

Our next steps in these aspects are as follows:

- 1.3 Embed and sustain Play to Learn into Enquiry approaches, including observations, pupil voice and parental involvement and engagement.
- 2.3 Ensure that **all** staff are giving consistent feedback in line with policy.
- 3.1 Continue development of The Circle year 2 and also sustainable RRS Gold accreditation.
- 3.2 Following a review of our attainment spreadsheet, we will streamline this to improve tracking dialogue.

Summary of School Improvement priorities for Session 2025/26

- 1. Play into Enquiry
- 2. The Circle - Improvement of wellbeing and equity

What is our capacity for continuous improvement?

All staff in Craighdu are committed to high standards and to improving outcomes for our pupils. Parents and pupils contribute to self-evaluation through questionnaires and pupil voice through SIP groups. They comment positively on the work of the school and enthusiastically contribute to promoting wider achievements within Craighdu. We have identified the need to encourage greater parental involvement and engagement. This has been reflected in the working time agreement. We are continuing to develop our innovative curriculum with children rights at the centre. This has been welcomed by all stakeholders and noted by UNICEF as best practice in developing child leadership. We continue sustain our awards through SIP groups and best practice. We follow rigorous self-evaluation processes which have next steps and identify appropriate areas for development for Craighdu Primary School.