

Crookfur Primary School

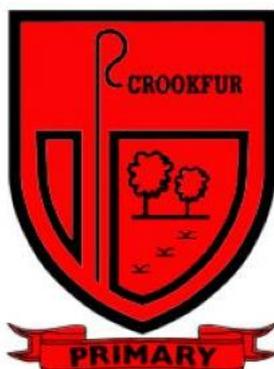
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Nursery Class

Standards and Quality

Report

2016 - 2017



Context of the School

Crookfur Primary is situated in Newton Mearns, in East Renfrewshire Council. The associated High School is Eastwood High School and our associated cluster schools are Uplawmoor Primary, Neilston Primary, Mearns Primary and Isobel Mair School.

The school roll is presently 377, with a projected roll of 384 in August 2017. Our Nursery Class capacity was increased this session to 90 in the morning and 90 in the afternoon and our projected figures for 2017/18 remain at capacity. The Nursery is currently staffed with six Child Development Officers, one Senior Child Development Officer and one teacher. The teaching complement of the school is 21.66 FTE including a Head Teacher, a Depute Head Teacher and three Principal Teachers. Each promoted post carries curricular, management and pastoral care responsibilities which change in accordance with the school priorities as identified through the School Improvement Plan. We also have a support for learning teacher. The school has four Pupil Support Assistants and one Bilingual Support Worker, who works 0.7FTE.

The school also has one office manager, 3 clerical assistants, one janitor and 4 catering staff.

The school has excellent links with the local community and has a very supportive Parent Council and a fundraising sub-group (Parent Staff Association). The school has a devolved budget from the local authority; a major part of this is utilised in support of the school plan.

In Crookfur Primary we aim to provide a happy, safe environment, where all pupils will be encouraged and helped to realise their potential. We foster a positive attitude to work and achievement and encourage them to be independent and motivated to learn, by providing high quality learning experiences.



School Aims- Planning for Excellence

In Crookfur we aim to:

- ✓ Enable all children to benefit from their education, promoting enthusiasm and motivation for learning allowing them to achieve their potential.
- ✓ Value the learning and achievement of all children, promoting a sense of self-respect, aspirations and ambition.
- ✓ Support children to develop concern, tolerance, care and respect for themselves and others.
- ✓ Equip children with the knowledge and understanding to enable them to communicate effectively and confidently.
- ✓ Give children the confidence, attributes and capabilities to make valuable contributions to society.



Improvement Plan Priorities

- ✓ To improve attainment & recognise achievement in Writing for the Lowest 20%
- ✓ To improve attainment & recognise achievement for boys and EAL learners in maths
- ✓ To provide excellent support for pupils and embed the principles of Getting It Right For Every Child (GIRFEC) by developing a nurturing and therapeutic approach
- ✓ To continue to design a curriculum that is engaging and relevant for all pupils, developing skills for learning, life and work
- ✓ To continue to develop opportunities for parental engagement in the school.
- ✓ To embed HGIOS4? As an audit tool and planning guide

Methods of Gathering Evidence

A wide range of evidence has been gathered to evaluate the work of the school in considering improving learning experiences and the quality of teaching, leading to improvements in achievement and attainment.

Evidence includes:

- ✓ Self-Evaluation and audit of School Improvement Plan by staff
- ✓ Evaluations using routine monitoring of Quality Indicators programme How Good Is Our School 3 and the wellbeing indicators within the GIRFEC model.
- ✓ Feedback given following SMT and peer learning visits, jotter monitoring programme, professional dialogue and tracking/target setting meetings
- ✓ Analysis of on-going assessments, Baseline and Standardised Assessments by SMT and staff to identify areas for development and individual pupil progress
- ✓ The lowest performing 20% of pupils and those requiring a high level of pastoral care are identified
- ✓ Targets are set for each pupil and through regular dialogue – informal and formal – SMT monitor progress to ensure appropriate pace and challenge is achieved
- ✓ Pupils with additional support needs are well supported in their learning by their class teacher, ASN coordinator and ASN teacher where appropriate. Regular review meetings are held with staff and parents.
- ✓ Children’s Wellbeing Plans are reviewed regularly and parent/pupil views sought
- ✓ SMT is involved in regular discussion with staff on progress in meeting school priorities
- ✓ Quality of wall displays and pupils’ work
- ✓ Pupil dialogues – with SMT, Pupil Council, assemblies etc.
- ✓ Parent Council, pupils and wider parent body are involved in the development of school initiatives
- ✓ Jotter work is sent home to parents regularly and feedback is used to inform next steps
- ✓ School website, Blogs and Twitter feed
- ✓ School newsletters
- ✓ PRD meetings are used to ensure that teachers are adhering to the Standard for Full Registration (GTC). Throughout the academic year informal discussions are also a valuable platform for discussing practice and impact. Staff keep CLPL records current and up-to-date.
- ✓ Minutes of meetings, records of in service day agendas
- ✓ Evaluations completed by parents, pupils and staff following a school event or to gather views
- ✓ Feedback sought from partner agencies
- ✓ Use of Tracking Database to monitor progress/analyse data
- ✓ Data is gathered on incidents of bullying and racist incidents

How good is our leadership and approach to improvement? (1.1, 1.2, 1.3)

Evaluation: **Good**

NIF Priority- Improvement in attainment, particularly in literacy and numeracy

School Priorities- To embed HGIOS4 as an audit tool and planning guide

NIF Driver(s)- School Leadership, School Improvement, Performance Information

Local Improvement Plan- A culture of self-evaluation and continuous improvement in all schools and services

Progress, Impact and Outcomes

Within our school and nursery, we have begun to engage more effectively in quality improvement through more robust approaches to self-evaluation and evaluation of data. We have gathered data and information through parent focus groups & questionnaires, pupil consultation groups and staff evaluation activities. These have helped to clearly identify key areas for school improvement, ensuring our school community has a shared understanding of the school's strengths and improvement needs.

Most staff are confident in discussing how they have improved their practice as a result of professional learning activities. A number of class teachers have contributed to school staff development sessions in order to share their professional learning and build capacity within the school. Playful pedagogy has been effectively introduced within Primary One and has impacted positively on staff confidence and learners' experiences. Almost all P1 pupils and their parents have commented upon their very positive experiences in their first year of primary school.



Our Digital Leaders have supported staff through Digital Learning Week and inset training to embrace new technologies to enhance and support learners' experiences across the curriculum. All classes enjoy accessing a range of wired and mobile devices on a daily basis and staff and pupils are more confident in using digital technologies to develop ideas.

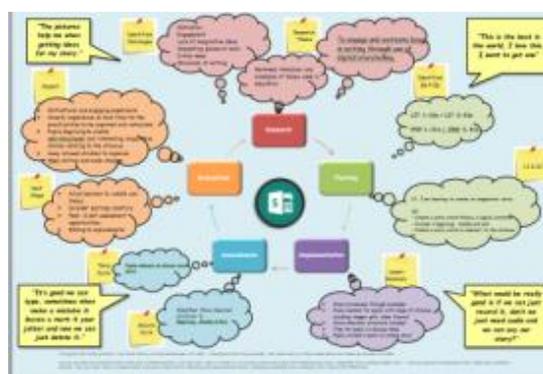
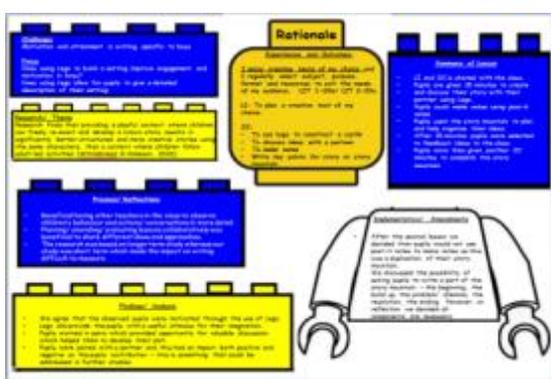
There is a clear culture of collaboration within the school and nursery class where most staff develop and use knowledge from literature and research to enhance teaching. Our Numeracy and Mathematics curriculum group engaged in research to introduce a methodology which encourages creative and flexible thinking. Within target groups, children demonstrated an increased awareness of strategies which they could apply to their learning.

Through a lesson study approach, all teaching staff engaged in research in order to implement innovative practice in the teaching of writing skills. The facilitation of time for collegiate learning, professional dialogue and self-evaluation was integral to the success of this process.

“The lesson study allows an opportunity to try new ideas in teaching or develop teaching and learning.”

“Lesson Study provides an opportunity to get an insight into the children’s thought process and discover their prior knowledge and skills.”

“It is beneficial to engage in research, share practice with colleagues and learn about new and innovative new approaches”



Sample Lesson Study Evaluation Posters

Through our high quality programme of assemblies, we have refreshed and re-launched our school vision, values and aims. Staff, pupils and parents are more aware of how these are reflected in the ethos of the school community.

Both in terms of the school building and staff, there have been significant and on-going changes. It has required skilful leadership and management in order to ensure and maintain positive outcomes for pupils. Our Pupil Council were central in ensuring pupil views were taken into account as part of our school refurbishment. This included surveying views on playground developments and liaising with contractors regarding Health and Safety and road traffic around the school. More needs to be done to fully develop pupil voice as part of school improvement.

Parents were regularly updated about the changes to the school as part of each phase of the development; however, feedback from parent focus groups and questionnaires clearly highlights a need for improved forms of communication between home and school.

Next Steps

- All teaching staff to become proficient in using data to ensure progression and secure improved outcomes for learners
- Work collaboratively to develop a shared understanding of the features of highly effective approaches to learning, teaching and assessment.
- Increase opportunities for pupils to be meaningfully involved in school improvement and leading learning
- Staff, pupils, parents and partners are involved in improving the life and work of the school through improved methods of communication

How good is the quality of care and education we offer? (2.2, 2.3, 2.4)

Evaluation: **Good**

NIF Priority- Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children

School Priorities- To improve attainment and recognise achievement in writing for the lowest performing 20%
To improve attainment and recognise achievement for boys and EAL learners in maths

NIF Driver(s)- Teacher professionalism, Parental engagement, Assessment of children's progress

Local Improvement Plan- Improved reading, writing and mathematics through the years of the broad general education.

Progress, Impact and Outcomes

We have developed a strategic vision of progression within Literacy and Numeracy and most staff now have a shared understanding of the gradient of learning pertinent to the learners in our school. Some staff have begun to map the Experiences and Outcomes for Literacy in order to ensure that children's knowledge and skills are built upon appropriately, both within and across the levels. Overviews are in place to ensure progression and breadth in each curricular area. Some staff have made good use of links with a range of external partners to provide breadth and context to many learning experiences for our pupils. This is particularly evident in our Nursery Class, where children's learning experiences are enriched and made more relevant through partnership working.

Creative approaches to curriculum design are encouraged and shared as part of our collegiate calendar in order to ensure positive outcomes for learners. We have allocated protected time to a range of working parties to develop the curriculum. Pupils are increasingly involved in decisions regarding their learning, giving consideration to various learning styles and the CfE Experiences and Outcomes. Our recent Care Inspection report of the nursery stated that:

"The service was very good at supporting children's leadership of play to support positive outcomes. Staff supported children in making choices about their own learning."

In the majority of classes, effective teaching and learning approaches are supported by opportunities for pupils to engage in meaningful interdisciplinary learning. Resilience, use of digital technologies, higher order challenges, coding programmes and formative assessment strategies have enhanced learning experiences for most children and given rise to helping our learners to develop skills for life, learning and work. Pupils have leadership opportunities through a number of pupil and focus groups. We will seek to continue to build on this.

Good use is made of a variety of assessment approaches to gather valid and useful data. This process is supported and enhanced by on-going moderation activities at stage, school, cluster and authority level.

Since moving away from "ability setting" in session 2016/17, groupings for Numeracy and Mathematics and Literacy and English have been monitored throughout all stages as a result of on-going assessment. As this becomes more established, it will enable teachers to develop more focused learning experiences for all pupils and to meet individual needs. Groupings are regularly reviewed and are flexible to ensure that children's changing needs are met.

Results from Standardised Testing, Feb '17 is summarised below:

	Reading	Mathematics
P1 (Baseline)	99	100
P3	92	96
P5	95	91
P7	94	91

Overall, in these assessments the school performed less well than would be expected and slightly below the average for the authority across both reading and mathematics. We will seek to review current approaches to learning and teaching in Reading and Mathematics, implementing the ERC Literacy and Numeracy strategies and ensuring a greater focus on the application of learning from professional enquiry in order to ensure consistent, high quality learning experiences for children.

Development work based on problem solving approaches was undertaken by a group of teachers in their classes. Work to develop questioning to promote higher order thinking in numeracy and mathematics sought to embed approaches advocated by Cognitively Guided Instruction. In analysing standardised test information for boys in P3, P5 and P7 it is evident that they are performing in line with the school average (98, 91 and 90 respectively) with boys in P3 achieving slightly higher than the school average.

In both Reading and Mathematics, analysis of standardised test results indicates that children who have Urdu as a first or second language are performing in line with the East Renfrewshire average and in some cases, exceeding the school average. However, for children speaking Punjabi, this is not the case and although it is a relatively small cohort of pupils, they are performing well below the school and authority average. This indicates that there is scope for a more targeted and systematic approach to addressing attainment issues for children with English as an Additional language which takes greater account of the languages spoken by the children.

As mentioned above, all teaching staff engaged in collaborative professional enquiry to research and implement innovative practice in teaching writing skills. Their findings will be taken forward and implemented across the school in order to continue to develop approaches to learning, teaching and assessment of writing.

Next Steps

- Curricular overviews/maps will be reviewed and updated to reflect current practices, values and the school's unique context.
- Ensure all staff have consistently high expectations of learners' achievement and attainment
- Improve attainment and achievement in Reading and Mathematics, particularly amongst the lowest performing 20%
- Engage fully in School Improvement Partnership Project, identifying target group to focus on developing skills in Literacy and English

How good are we at ensuring the best possible outcomes for all learners? (3.1, 3.2)

Evaluation: **Good**

NIF Priority- Closing the attainment gap between the most and least disadvantaged children
Improvement in children and young people's health and wellbeing
Improvement in employability skills and sustained, positive school leaver destinations for all young people

School Priorities- To continue to develop opportunities for parental engagement in the school
To continue to design a curriculum that is engaging and relevant for all pupils, developing skills for learning, life and work
To provide excellent support for pupils and embed the principles of GIRFEC by developing a nurturing and therapeutic approach

NIF Driver(s)- School leadership, Teacher professionalism, Parental engagement,

Local Improvement Plan- Higher levels of parental engagement in their children's learning and the life of the school
A curriculum which enables all children to be successful, confident, responsible and effective in school, their work, their community and internationally

Progress, Impact and Outcomes

Almost all staff have contributed to the school's revised Vision and Values and have a shared understanding of how these impact on our learners' wellbeing. We have continued to monitor our learners' wellbeing against the GIRFEC indicators and target support to improve outcomes for children and families. Systems are now in place to ensure that all staff use the wellbeing indicators to inform support plans and transition information for our learners.

Most pupils benefit from high-quality universal support, reinforced through positive relationships between staff, parents and pupils. Most staff encourage and promote discussion with learners in order that they can shape decisions about their learning.

This year two staff members have been trained in Seasons for Growth and the art project has continued. Both have been highly successful in supporting children's social and emotional health and wellbeing.

Being able to talk about it to someone not involved.

Learning to talk about worries and not all change is bad even when it's difficult at the time.

Confidentiality, feeling safe talking about feelings

Feedback from children who participated in Seasons

Thank you for delivering a programme that has a positive effect on the children.

I think it is great that this programme exists and it gives the children a chance to speak to people outwith their families.

Feedback from parent evaluations

A very good targeted support programme, following legislative guidelines, is in place and is designed to remove individual barriers to learning through collaboration between a range of staff. Regular review and evaluation systems ensure this is frequently adapted and updated. Wellbeing plans are in place for all relevant children and staff are familiar with the contents and impact of the plans. More needs to be done to ensure all staff are fully involved in the creation of wellbeing plans and have suitable training to understand the impact that local and national guidance has on the wellbeing and inclusion of all children.

Children are at the centre of the process of support planning and have regular opportunities to discuss their needs and next steps. This information is captured on pupils' wellbeing plans and gives a clear overview of children's perceptions of their learning.

Class Wellbeing Overviews have been established which clearly indicate the support in place for specific learners. This session, we have ensured that these overviews are evaluated on a termly basis with all relevant staff. This will be continued next session in order to ensure that learners' needs are identified early and support is implemented effectively in consultation with all those who may be responsible for providing care and support.

This process will continue to be developed to establish a coordinated whole school approach to support provision which is based upon a holistic view of pupils needs. This will involve a more rigorous cycle of planning, implementation and evaluation based on consultation staff, parents, pupils and partner agencies.

We have devoted time from our collegiate calendar to professional dialogue around employing nurturing approaches and almost all staff now promote a climate where all children feel safe, respected, included and nurtured within our school. Almost all staff identify individual pupils who may require additional support and are responsive to children's needs. A number of children attend a Lunchtime Nurture Club and report feeling well supported by this. We have been pro-active in our approach to supporting most families engage with the school and have affected a drop in latecoming.

The school behaviour policy has been adapted in line with the Better Relationships, Better Behaviour, Better Learning document, as well as looking closely at How Nurturing is our School. All stakeholders were consulted throughout the process in order to re-establish clear expectations amongst all members of the school community as well as highlighting strength in the school in terms of effective strategies to support pupils.

All staff and pupils have continued to engage with the Rights Respecting Schools agenda and all classes have a Class Charter to promote a shared understanding of their rights and responsibilities.

Very good systems are in place to plan, assess and track pupil progress in Numeracy and Mathematics and Literacy and English. All teaching staff have been involved in tracking meetings involving detailed and rigorous professional dialogue in order to better measure progress over time and inform teacher judgements. This has allowed us to set, and regularly review, the pace of learning for all pupils. This year, most teachers report feeling more confident in their judgements through the use of benchmarking and our Gradient of Learning. In relation to teacher judgements, most learners are attaining appropriate levels and a few have exceeded these. We make good use of the Tracking Database to measure and analyse attainment data and it is recognised that staff would benefit from further training to make best use of this tool

We have continued to capture learners' achievements from both within and out with school and have designed a system to enhance this, going forward. This will allow us to track, recognise and celebrate achievement and target support for individuals, where necessary. We have continued to support some of our learners by offering Primary Six and Seven pupils a programme of work which has supported a large number of them to achieve the will allow them Sir John Muir Explorer award.

Next Steps

- Targeted support effectively meets the needs of children and families
- All staff are fully cognisant with local guidance and national legislation affecting the rights, wellbeing and inclusion of all children
- Monitor impact of behaviour and relationships policy
- Support all festivals and celebrate diversity

Pupil Equity Fund- How are we ensuring Excellence and Equity

An audit of the current school demographic has been undertaken including an analysis of current attainment and achievement with regards pupils eligible for equity funding in comparison with the school average.

This analysis has revealed that multiple factors are likely to contribute to the evident attainment gap, e.g. specific learning difficulties, language skills, wellbeing concerns, and so a multi faceted approach to identify and address barriers to learning is required.

Research shows that to make the greatest gains in attainment, we need to make improvements within lessons and so in addition to the planned improvements in learning and teaching highlighted in this report, Pupil Equity Funding will be used to fund training to upskill and build capacity amongst staff, ensuring that children are able to benefit from research based, innovative practice.

Fundamental to improvements in achievement in curriculum areas is the opportunity for disadvantaged pupils to experience and excel across all four contexts of learning. Equity funding will also be used to support children to take on leadership roles in the school, to participate in experiences beyond the classroom and to promote family learning.

Crookfur Primary School will introduce the following key initiatives:

Focus on fostering a whole school ethos based on nurturing, inclusive approaches and the establishment of a learning centre within the school for targeted pupils.

Recruitment of additional Pupil Support Assistant to facilitate Learning Centre as well as to provide focused support in literacy and numeracy for identified children.

Provision of a range of staff training in order to ensure high quality experiences across learning, including nurturing approaches, Forest Schools & Seasons for Growth

Development of a programme of family learning initiatives

What is our capacity for continuous improvement?

The school is well placed to continue its programme for improvement as outlined throughout this report. The school community has a clear vision and strong leadership and strives to deliver the highest quality of education and care for all pupils. There are various opportunities for pupils to attain and achieve and to maximise their potential.

Staff have been fully involved in creating the School Improvement Plan for session 2017-18 and are committed to the continuous improvement of the school. We will work in close partnership with the Quality Improvement service to take forward local authority objectives.

We feel we have made progress on our journey to excellence. However, there are some areas where we recognise that we need to improve our practice to ensure that the impact on outcomes for our learners is excellent.

National Improvement Framework Quality Indicators

Quality Indicator	School Self Evaluation	Inspection Evaluation
1.3 Leadership of Change	Good	Not Known
2.3 Learning, Teaching & Assessment	Good	Not Known
3.1 Ensuring wellbeing, equity & inclusion	Good	Not Known
3.2 Securing children's progress/ Raising attainment and achievement	Good	Not Known

School Improvement Priorities 2017-18

- ✓ To improve attainment and achievement in Reading, particularly amongst the lowest performing 20%
- ✓ To improve attainment and achievement in Numeracy and Mathematics, particularly within lowest performing 20%
- ✓ To provide excellent support for pupils and embed the principles of GIRFEC by developing a nurturing approach
- ✓ To ensure that all children are achieving and attaining through excellent experiences
- ✓ To develop the quality and impact of leadership at all levels to improve the life and work of the school