

Standards and Quality Report 2016-2017

Our Standards and Quality Report highlights and celebrates the many achievements of Crookfur Primary School & Nursery Class and the progress made in the implementation of our School Improvement Plan during session 16/17.

This leaflet gives a summary of our achievements as we continue to improve our school, ensuring all of our pupils receive a high quality education based on the Education Department's vision of *Everyone Attaining, Everyone Achieving, Through Excellent Experiences*.

Last session was a time of incredible and exciting change for the school and we thank you for your continued support.

Leadership and Improvement

- 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.
- 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.
- 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.
- 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 regular basis and staff and pupils are more confident in using digital technologies to develop ideas.

Quality of Care and Education

- 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.
- 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.
- 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.
- Pupils are increasingly involved in decisions regarding their learning, giving consideration to various learning styles and the CfE Experiences and Outcomes.
- 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.
- In the majority of classes, effective teaching and learning approaches are supported by opportunities for pupils to engage in meaningful interdisciplinary learning.
- 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.

Ensuring the best quality outcomes for all children

Standardised Test Results 2016/17

	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 review current approaches to learning and teaching in Reading and Mathematics, implementing the ERC Literacy and Numeracy strategies with a greater focus on the application of professional learning to ensure consistent, high quality learning experiences for children.
- 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.
- 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.
- 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.
- A very good targeted support programme is in place and is designed to remove individual barriers to learning through collaboration between a range of staff.
- 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.

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 to be involved in improving the life and work of the school through improved methods of communication
- 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
- Ensure targeted support effectively meets the needs of children and families
- Ensure 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 a range of festivals and celebrate diversity



Our Capacity for Improvement

The school is well placed to continue its programme for improvement. The school community has a clear vision and strong leadership and we strive to deliver the highest quality of education and care for all our pupils. There are multiple opportunities for pupils to attain and achieve and to maximise their potential.

Staff pupils and parents have been fully involved in creating our 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 national and local objectives.

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



Read the full version of our 2016/2017 report

These are just some examples of our success and progress towards our priorities. If you would like to learn more you can read the full Standards and Quality Report on the school website by following the link below:

<https://blogs.glowscotland.org.uk/er/Crookfur/>

Standards and Quality Report 2016-2017

Information for Parents & Carers

Crookfur Primary School & Nursery Class

