

Standards and Quality Report 2017-18

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 2017/18.

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*.

We are pleased with the progress made towards our aspiration of everyone in Crookfur learning, caring and working together to be all that we can be. We thank you for your continued support in our journey.

Leadership and Improvement

- We have evolved creative ways of engaging our parent body with the life and work of the school, creating opportunities for parents and carers to be involved with school improvement as well as providing heightened awareness of learning and teaching approaches.
- We have successfully improved methods of communication between home and school by, for example, introducing homework and communication diaries, re-establishing high quality termly newsletters from classes and hosting parent focus groups. We have worked collaboratively with the Parent Council to share school information and celebrate the work of the school through their social media channels.
- The majority of staff across the school and nursery have taken advantage of a wide range of opportunities to take on leadership roles, promoting our shared vision and their commitment to supporting school improvement. Our robust processes of professional review and development have helped to identify the strengths and talents of staff in order to capitalise on them.
- We have built on the capacity of all staff to engage with data. They are more focussed on the use of a range of intelligence and data about the quality of learning and teaching and to monitor and track the progress, attainment and achievement of learners.
- Senior leaders are effective in guiding strategic direction and the pace of change in the school and nursery, ensuring changes result in positive outcomes for learners. Overall, almost all parents (94%) reported feeling that the school is well led and managed.

Quality of Care and Education

- We have continued to develop our curriculum through the introduction of new processes for streamlined but more targeted planning of learning experiences. We have invested collegiate time to enhance teaching pedagogy through effective questioning, use of learning intentions, success criteria and oral and written feedback, particularly in relation to Literacy, Numeracy and interdisciplinary learning.
- Staff have enjoyed CLPL opportunities with a focus on supporting literacy development. Teaching staff and ELC Practitioners have been involved in training relating to Phonological Awareness. Teachers have also engaged with professional learning around Developing Textual Analysis and introducing Reciprocal Reading.
- All teaching staff also participated actively in cluster moderation events, moderating teacher judgements for Reading to further develop a shared understanding of expectations, including evaluation of the gradient of learning within and across establishments.
- Attainment data provides strong evidence to support our view that development work which has enhanced the quality of learning and teaching experiences as well as targeted interventions, including the introduction of a new Reading Buddies programme, have had a positive impact on learners.
- Across the school we invested in improving learners' experiences in Writing. Although, not identified in our School Improvement Plan, additional teaching hours were allocated to all classes in Primaries Three to Seven, allowing staff to team teach and peer observe good practice. The impact of this has been notable, with all staff and almost all learners and parents reporting they have seen improvements in writing this session. Children are writing extended pieces which are of higher quality more often. As a direct result, teachers have greater evidence to support their professional judgements of learner achievement. This session, teacher judgements confidently reflect a higher percentage of children achieving expected levels than 2016-17.
- We have embraced opportunities to promote a "Maths Positive" culture across the school and nursery. Almost all staff, parents and pupils felt that the experiences planned and delivered during Maths Week Scotland had a positive impact on their motivation and enjoyment of Numeracy and Mathematics.
- In line with the East Renfrewshire Numeracy and Mathematics strategy, we are committed to ensuring improved experiences for our learners. We will now seek to strengthen learning and teaching approaches, closely monitor pace and challenge to bring about further improvements in learner achievement in Numeracy and Mathematics.

Ensuring the best quality outcomes for all children

Standardised Test Results

	Reading		Mathematics	
	2016/17	2017/18	2016/17	2017/18
P1 (Baseline)	99	93	100	95
P3	92	102	96	100
P5	95	99	91	97
P7	94	104	91	94

- Across P3, P5 and P7 there is clear evidence of improvement in attainment. We are keen to continue to build on this to ensure that overall, Crookfur is performing in line with expectations. Given our school demographic we would hope to perform slightly above the East Renfrewshire average and so further work must be done in this area.
- Within Crookfur Nursery there will be an on going focus on the promotion and development of early literacy and numeracy skills to secure an improvement in the attainment of children leaving the nursery in 2019. This will include embedding the work on Phonological Awareness introduced by the ERC Early Literacy Team and working collaboratively with P1 staff and cluster colleagues to introduce aspects of Staged Early Arithmetic Learning (SEAL).
- We have established a systematic whole school approach to ensuring the wellbeing of children and families. Teaching and support staff engage in termly discussions framed around the GIRFEC wellbeing indicators and Wellbeing Overviews ensure the needs of all children are regularly reviewed.
- Nurturing approaches now permeate the work of the school. Most children feel Crookfur provides a climate where they feel safe and secure and know who they can talk to should they feel worried or upset.
- Using Pupil Equity Funding, we have established a Learning Centre in both our school (Snug) and our Nursery Class (Wee Snug). Post intervention there has been a positive impact on almost all children in terms of their reaching developmental norms across various categories. In addition, children involved in this intervention have recorded increased attendance and improved progress and attainment compared to prior levels.
- A range of opportunities exist for learners to take on roles in the support of others. In addition to the work of our Pupil Council, our Eco Committee successfully achieved renewal of our 4th Green Flag. Our Sports Leaders have worked with Active Schools and a member of teaching staff to consult pupils and promote a wider range of after school sports clubs. Participation figures for this session are significantly higher than in previous years, with almost all children participating in one or more extra-curricular activities.

Next Steps

- Use effective data analysis, tracking and monitoring tools based on a range of data e.g. gender, ethnicity, performance information and SIMD to target key groups
- Strengthen practices in self evaluation using How Good is Our School 4 and How Good is Our Early Learning and Childcare as audit tools
- Demonstrate a commitment to effective learner participation through establishment of a pupil self evaluation group using How Good is OUR School (Part 1 and 2)

- Work to develop a progressive, creative curriculum which meets the needs of all learners based on the unique features of our school and community
- Establish Pupil Digital Leader programme, striving to achieve the Digital Schools Award
- Launch of Cluster Rationale and Methodology for teaching Reading, devise and deliver programme of cluster CLPL and promote authority CLPL
- Introduction of Reading Recovery programme as targeted support intervention
- Develop progressive reading resource planning tool which is index linked in terms of readability and text difficulty
- Embed Reciprocal Reading methodology in all classes
- Teachers provide consistently high quality learning experiences based upon skilful application of educational theory and research
- Increased staff knowledge and understanding of Numeracy and Mathematics to improve experiences and attainment
- Enrich learning experiences through the development of creative learning environments and approaches to learning and teaching, such as outdoor learning

- Continue to develop nurturing approaches throughout the school
- Develop approaches to support emotional wellbeing through mindfulness and restorative techniques
- Enhance parent engagement through more targeted workshops and support sessions
- Establish cluster professional development year calendar, utilising staff expertise within the cluster.



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 2018-19 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 2017/2018 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 2017-2018

Information for Parents & Carers

Crookfur Primary School & Nursery Class

