

Crookfur Primary School

&

Nursery Class

Standards and Quality Report

2018 - 2019



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 408, with a projected roll of 441 in August 2018. Our Nursery Class has capacity for 90 children in the morning and 90 in the afternoon and our projected figures for 2018/19 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 23.96 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 0.4 FTE.

The school also has one office manager, 3 clerical assistants, one janitor and 5 catering staff.

The school has excellent links with the local community and has a very supportive Parent Council and a fundraising sub-committee. 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 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

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

<p>How good is our leadership and approach to improvement? (1.1, 1.2, 1.3, 2.7)</p> <p>Evaluation: Good</p>	
<p>NIF Priority- Improvement in children and young people's health and wellbeing Improvement in employability skills and sustained, positive school-leaver destinations for all young people Improvement in attainment, particularly Literacy and Numeracy . Closing the attainment gap between most and least disadvantaged children</p>	<p>School Priorities- To develop the quality and impact of leadership at all levels to improve the life and work of the school To ensure all children are achieving and attaining through excellent experiences</p>
<p>NIF Driver(s)- School Leadership, School Improvement, Parental Engagement, Teacher Professionalism</p>	<p>Local Improvement Plan- Higher levels of parental engagement in their children's learning and the life of the school An ethos of high expectations and achievement in every school and service Improved reading, writing and mathematics attainment throughout the years of the BGE An improvement in the attainment of disadvantaged children and young people</p>
<p>Progress, Impact and Outcomes</p> <p>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 hosted open classroom sessions for every class and in collaboration with our Parent Council, have held 'Coffee and Chat' meetings for every stage across the school. These have been well attended and feedback has been positive. From our recent parent survey, most parents (82%) feel that the school takes their views into account when making changes and almost all parents (94%) report feeling comfortable approaching the school with questions, suggestions and problems. 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. We will continue to work on this for our nursery class. Whilst a majority of nursery parents/ carers report feeling satisfied that the school organises activities where they can learn together with their child, we recognise that further work should be done to develop and embed this.</p> <p>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. For example, within the nursery class, the leadership of two child development officers has significantly enhanced the provision of outdoor learning experiences. There is strong evidence that this has improved levels of engagement for all children, but particularly boys.</p>	
 	

We have increased opportunities for pupils to be meaningfully involved in school improvement and leading learning by raising the profile of our Pupil Council and establishing a clear Pupil Council action plan for the year. Our school improvement priorities have been intrinsically linked to this plan and Pupil Council members have evaluated their aims on a termly basis. This has been shared with all pupils and parents across the school in a pupil friendly version of the Improvement Plan. Pupil Council members have successfully consulted with their peers to represent their views during meetings and to help inform their evaluations. They also presented their action plan, evaluations and next steps at a recent Parent Council meeting. Most of our learners report feeling comfortable approaching staff with questions or suggestions.

We have demonstrated commitment to fostering effective working relationships with the Parent Council and have developed a strong partnership in our drive to work together to bring about continuous improvement. Almost all parents/ carers within the school feel they are kept well-informed about the work of the Parent Council. This figure is not as high for parents within the nursery class, where although majority do feel well-informed, we can do more to engage the wider parent forum.

Whilst much of the data we have gathered from our parent body is positive, we must take account of feedback relating to how we share information about our learners' attainment. Almost 20% of parents/ carers did not feel that they receive helpful information about how their child is doing, e.g. through informal feedback and reports, 25% reported feeling that information they receive about how their child is doing does not reach them at the right time and 36% of parents/ carers do not understand how their child is assessed. There is clear headroom for development here and this is something we will action in our planning for next session.

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.

22. The school is well-led and managed

Strongly Agree	46
Agree	58
Disagree	1
Strongly Disagree	0
Don't Know	6



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. All teaching staff can now access our Tracking Database and most are beginning to interrogate the data more effectively to evaluate and demonstrate improvement and to identify areas for development for their learners. Some of our collegiate hours have been dedicated to analysing available data to identify patterns in our learners' attainment, the influence of key equity groups and to support professional dialogue at Tracking and Target Setting meetings. Robust professional discussion has challenged teachers to reflect upon practice to ensure that the needs of all learners are identified and met. They are committed to self evaluation for self improvement and show greater understanding of the need to be inward, outward and forward looking in their contributions to evaluation and improvement activities.

In order to drive improvement, we have committed to ensuring that all staff have consistently high shared expectations of learners' achievement and attainment. We have engaged in a number of meaningful moderation activities and embedded our Gradient of Learning to heighten awareness of attainment targets, pace and challenge for our learners. Steps have been taken to ensure approaches to planning, monitoring, tracking and evaluating are manageable and relevant. An in-house improvement group was formed to devise quality, manageable approaches to assessment and profiling which are characterised by say, make, write, do. This will be rolled out in the next academic session. We have devised and fully implemented a robust and rigorous calendar of quality assurance where next steps are firmly rooted in self-evaluation evidence. Staff have contributed very well to quality assurance activities, for example through sharing good practice and peer learning visits. There is an ethos of staff collaboration and team work and this was commented upon favourably during the Eastwood Cluster thematic review of transitions.

We have spent considerable time developing our approaches to planning for, moderating and delivering very good experiences in relation to IDL. We have created a new integrated approach, using a good practice template from the Local Assessment Resource and the Moderation Cycle. This has now been embraced by all staff and pupils. Pupil voice is now a more prominent feature in our planning for IDL, with pupils having more involvement in planning and identifying opportunities for personalisation and choice. Learning experiences have been enhanced through educational trips, with all classes enjoying at least one visit to enhance learning and impact depth of learning. Some classes also enjoyed visits from outside agencies to enhance learning.

We have continued to develop Playful Pedagogy and invested in CLPL opportunities for one staff member to adopt a leadership role in taking this forward. Staff have engaged with relevant research and literature and are beginning to critically evaluate this in order to meet the needs of our learners in our unique context. Staff in P1 have participated in regular professional dialogue both as a stage and with nursery colleagues. They have worked to develop a shared understanding of what an enabling learning environment looks like in P1. The P1 environment was praised in the ERC Review of Early Level. Work is now being done to further develop opportunities for children to lead their own learning and build on their confidence and use of initiative. A number of staff have recently been involved in training to embed playful approaches for our Primary Two learners. We are committed to developing this further in the coming year.

In line with the Digital Learning Strategy, all teaching staff have undertaken training to develop their skills in using digital technologies to enhance learning teaching experiences for our children and all are working towards gaining Microsoft Innovative Educator certification as part of the PRD process. Most pupils recognise the use of digital technologies to enhance their learning and that the benefit from creative learning experiences. This is illustrated in the responses to our Pupil Survey below:

14. I use digital technologies to enhance my learning

● Agree	155
● Disagree	9
● Don't know	28



15. I enjoy creative learning experiences (lessons)

● All of the time	97
● Some of the time	76
● Not very often	15
● Don't know	4



We will now continue with planned developments to enrich learners' experiences through more creative learning environments and approaches to learning and teaching.

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

<p>How good is the quality of care and education we offer? (1.2, 2.2, 2.3, 3.2)</p> <p>Evaluation: Good</p>	
NIF Priority- Improvement in attainment, particularly in literacy and numeracy.	School Priorities- To improve attainment and achievement in Reading, particularly within lowest performing 20% To improve attainment and achievement in Numeracy and Mathematics, particularly within lowest performing 20%
NIF Driver(s)- School Leadership, 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.
<p><i>Progress, Impact and Outcomes</i></p> <p>We have continued to develop our curriculum through the introduction of new processes for streamlined but more targeted planning of learning experiences. This has meant that we now have a more consistent approach to planning for learning, teaching and assessment and the curriculum is delivered in a more systematic and progressive way. Almost all teaching staff report feeling more confident in their planning and assessment of learners' progress. In line with this, 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.</p> <p>Representative staff from across the school developed and shared a robust and progressive curriculum map for planning and evaluating learning experiences in Reading. Experiences and Outcomes from Early to Third Level have been mapped to encourage depth, progression and challenge. These have been well received, with most teachers reporting that this has had a positive impact on planning experiences for their learners in terms of pace, challenge and opportunities for flexibility.</p> <p>The work of both our school improvement group and cluster improvement group has impacted positively on up-levelling practitioner skill in the teaching of Reading. We have continued to implement a robust calendar of Quality Assurance and have noted, from both leadership team and peer learning visits that most Reading lessons across the school were judged to be good or very good.</p> <p>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. Through professional dialogue and other quality assurance measures, early indications are that these development activities have had a direct, positive impact on teaching and learning for most of our learners. This will be further evaluated in the next academic year.</p> <p>Through planned events in our school calendar, we have promoted and celebrated reading through World Book Day, First Minister's Reading Challenge and Book Week. We have engaged positively with our cluster schools to develop skills in Reading, book banding materials for readability levels and deploying a given budget to ensure accessibility for all. 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. Through consultation with staff, we have researched and invested in new Comprehension resources, to aid high quality teaching and learning experiences for all learners. Investing in Reading, as we have, has allowed us to see an improvement in attainment in this area, as illustrated in our Standardised Test Data below:</p>	

Average Standardised Test Score (Reading)	2016/2017	2017/2018
P1 Baseline (literacy)	99	93
P3	93	102
P5	95	99
P7	94	104

Our Baseline Assessment scores show a slight decline in literacy attainment in Primary One at Crookfur Primary School. The average score for children leaving Crookfur Nursery in 2017/18 was 96.

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. This is highlighted below:

Average Standardised Test Scores for those within the lowest performing 20% in Reading

	2016-2017	2017-2018
P3	79	86
P5	79	83
P7	Not Available	85

The School Improvement Partnership Project was used to target reading attainment with an identified group of P4 boys. Virtual Reality headsets were introduced prior to reading comprehension activities in order to increase the children's engagement and motivation by providing augmented stimulus to enhance a given text. Qualitative data showed that engagement levels for these learners increased significantly. Although pre and post intervention data did not demonstrate a consistent improvement across the group, it is recognised the time scale would need to be longer to measure any real change. Initial feedback is promising and there is scope for further work in this area.

Across the school we have also 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. A rigorous plan was developed to encourage progression, challenge and enjoyment for all. 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 last session.

We plan to build on this initial success in 2018/19 by investing in whole school teacher training and ongoing collaborative teaching opportunities.

I am proud of how my writing has improved this year and feel VCOP has really helped to make my stories more interesting.

P6 Pupil

*I really enjoyed reading E***'s Writing jotter. The stories/ articles/ letters she has written in it are very good.*

Crookfur Parent

Having the opportunity to team teach, learn from someone else, plan and moderate our planning and assessment of children's progress has been so useful and beneficial this year.

Crookfur Primary Class Teacher

In Numeracy and Mathematics, we have continued to support improvement in teaching and learning experiences. Interrogation of attainment data highlighted the need to improve experiences and outcomes for all. We elected to target key components around number sense and established a development group who engaged with current research in order to introduce flexible thinking methodology within their own classes. Identified staff engaged with Professional Enquiry activities to judge the impact of this approach on a group of learners.

Collegiate time was used to introduce the group's professional enquiry findings, specifically around the promotion of higher order thinking skills in Numeracy and Mathematics. Moving forward, we will work to develop and apply this approach across the school in order to develop learner confidence and their ability to apply mathematical thinking in new and unfamiliar contexts.

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.

The parent led workshop helped to show the children the importance of maths in the workplace.

Crookfur Primary Parent

We have successfully implemented the 123 Maths programme for a target group of learners. This regular, personalised practice in core numeracy skills has had a positive impact on learner engagement in numeracy and their self perception. Tracking within the programme indicates a steady improvement in the overall development of children's numeracy skills and parents report children are more confident in completing homework tasks, with more rapid recall of number facts. This will be continued next session and we are optimistic that this will yield improved attainment.

Across the school, attainment data from standardised testing shows an upward trend.

Average Standardised Test Scores in Numeracy and Mathematics

	2016/2017	2017/2018
P1 Baseline	101	95
P3	97	100
P5	91	97
P7	91	94

As with literacy attainment, on average P1 Baseline Assessment scores show a slight decline in attainment for Numeracy. Children leaving Crookfur Nursery Class in 2017/18 achieved an average baseline score of 97.

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).

I am more aware of the stages of number development and how to identify these through observation to build on the child's skill and make judgements about how to move the children forward.

Child Development Officer following In Service training from Numeracy and Maths Improvement Group (May '18)

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.

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.

Crookfur is in a very good position to develop and extend the range of learning experiences that the children are able to benefit from. Feedback from pupils during dialogue sessions, parent focus groups and our parent questionnaires all point to a desire for more, high quality outdoor learning experiences. Some work has already been undertaken to promote this in the school and we are delighted that all of our P6 pupils achieved the John Muir Discovery Award. There is room to build on this further in the next session.

Next Steps

- 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

<p>How good are we at ensuring the best possible outcomes for all learners? (3.1, 3.2)</p> <p>Evaluation: Very Good</p>	
<p>NIF Priority</p> <p>Closing the attainment gap between the most and least disadvantaged children</p> <p>Improvement in children and young people's health and wellbeing</p>	<p>School Priorities</p> <p>To provide excellent support for pupils and embed the principles of GIRFEC by developing a nurturing approach</p>
<p>NIF Driver(s)</p> <p>School leadership, Teacher Professionalism, Parental Engagement, Assessment of Children's Progress, School improvement</p>	<p>Local Improvement Plan</p> <p>Learners' experiences support them to develop their personalities, talents, mental, spiritual and physical abilities to their potential.</p> <p>A culture based on Getting it Right for Every Child</p> <p>An increase in the schools and centres putting nurturing approaches into place</p> <p>A positive culture in health and wellbeing in every school and service</p>
<p><i>Progress, Impact and Outcomes</i></p> <p>Most learners are making very good progress from their prior levels of attainment across literacy, numeracy and health and wellbeing. 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.</p> <p>Coherent and comprehensive Child's Wellbeing Plans are in place for children identified as requiring a higher level of targeted support in both the school and nursery. Staff, parents and children have been supported to contribute to the creation of the plans as part of the wider planning team, which also includes other agencies such as psychological services and health professionals. Learning targets are devised specific to individual learners and build on prior learning. They are reviewed and evaluated systematically with next steps identified which build on children's progress. The introduction of visiting specialist records document supports provided and their impact on pupils' daily classroom experience.</p> <p>All staff know the children well and respond effectively to their needs. Through staff meetings and regular updates, the Additional Support Needs Coordinator has been instrumental in ensuring that all staff are fully aware of their responsibilities and adhere to legislative requirements, local authority and school protocols. This was highlighted as strength in our recent Cluster thematic review of transitions.</p>	
<p><i>I feel like my child is known by all adults in the school and support is targeted specifically for him.</i></p> <p><i>_____ _____ _____ _____</i></p> <p>Crookfur Parent</p>	
<p>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. This is further validated by evidence that almost all parents, report that they feel their child is safe at school, treated fairly and with respect and enjoy their time at school. This has been a direct result of our drive for improvement, as outlined in our School Improvement Plan.</p> <p>We have been proactive in providing opportunities for staff, pupils and parents to promote and maintain wellbeing. Two staff members, from the school and nursery have been trained in Story Massage. They have introduced parent workshops, which provided information to parents on how to support their children at home using massage. These home based supports range from settling children at night to helping them to engage with and discuss their feelings.</p>	

I will definitely use Story Massage at home now. I can really see how it will benefit my child.

Crookfur Parent

Using Pupil Equity Funding, we have established a Learning Centre in both our school (Snug) and our Nursery Class (Wee Snug). Target pupils were identified through reliable and valid assessment information such as Boxall Profile as well as observation and staff consultation. Children have been involved in setting targets based on their Developmental Strands and Diagnostic Profile. Post intervention there has been a positive impact on almost all children in terms of them 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. In qualitative terms, teachers and support staff have also noted a positive impact in learner engagement, peer relationships and a transfer of social skills. We have successfully engaged parents throughout the process by building positive, supportive relationships. In developing the range of support interventions for children within the nursery class, the nursery teacher has successfully introduced a Social Skills Group. She has worked collaboratively with a colleague from PSADU to identify a target group, develop the programme and evaluate its effectiveness. Practitioner observations have highlighted the children's abilities to use and transfer the social skills they have developed.

I am constantly overwhelmed by the levels of support put in place for my child.

Crookfur Parent

As part of our drive to ensure a shared understanding of our school vision and values, we have reviewed our Relationships and Behaviour Policy. This policy is firmly based upon the influence of positive relationships, our strong sense of community and high expectations. A school improvement group engaged in professional reading linked to the development of effective relationships and engaged in detailed consultation with staff, pupils and parents to devise a policy which aimed at developing a proactive approach to promoting positive relationships in the classroom, playground and wider community. This policy sits well with our ongoing work to promote our school House System and to embed a nurturing ethos across our whole school.

We have engaged with a range of partners to further develop our work, including our Educational Psychologist who delivered a series of CLPL sessions relating to Restorative Approaches and solution focussed strategies to support children and young people. As part of our maintenance agenda, we will embed this throughout the next session using more robust measures to track the effectiveness of approaches to promoting positive relationships.

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 outlined above, 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. Partnership with our Active School Co-ordinator and Sports Development Scotland has led to provision of a wider range of experiences and opportunities to participate in sports events, festivals and competitions. This has resulted in the school achieving a Silver Sports Scotland Award.

Senior pupils have developed their skills in communication and team work through involvement in our Reading Buddies programme. They have enjoyed regular opportunities to support younger children with reading, encouraging and challenging them with new and varied texts.

In response to pupil feedback, a new Prefect system was devised and launched. This was an excellent leadership opportunity for one of our Pupil Support Assistants who worked collaboratively with pupils to develop, implement and review the new model.

This session we have introduced a greater focus upon effective systems to promote equity of success and achievement for our learners. As well as the use of regular achievement and class assemblies, learning blogs and Twitter to recognise and celebrate achievements, we have introduced an online reporting form within our school website which enables parents/carers to share children's achievements. These are then added to our achievement wall display. Children are motivated to share their achievements and to congratulate their peers.

Opportunities for children to share their learning, and achievements and perform for parents, visitors and the wider community have been provided through the introduction of class assemblies and through our school Talent Show. This was a resounding success with high levels of positive feedback from pupils and their families.

Our school community has engaged in the recognition and celebration of diversity. Staff members and parents have led a number of high quality learning experiences for children across the school and nursery, enabling them to enjoy key aspects of different faiths and nationalities as part of the celebration of several festivals. Our *Crookfur Cultures International Day* was an excellent opportunity for children to sample the food, music, dance and traditions from a number of cultures.



Crookfur Primary @CrookfurPrimary - Mar 27
P5b enjoyed a fantastic origami workshop from Eilidh's Mum, Riko. We learned how to make traditional Japanese helmets. #internationalday #celebratingourcultures

In addition, almost all children were keen to participate in a number of Eid parties as well as our Ramadan Club. This club, led by a class teacher, supported children to understand the values which underpin the festival and their commonality across all/no faiths. The children successfully planned and organised a charity collection for *Refugeegee* and demonstrated a high level of maturity and understanding when presenting their work to the whole school at an assembly.



Very good progress has been made in the analysis and interrogation of data relating to key equity groups. To effectively monitor and track pupil attainment across the school, we have recently created a database to support staff to use a wider range of intelligence and data to better inform learning approaches and interventions to effectively address the attainment gap within their own classes.

There is an evident attainment gap in relation to Scottish Index of Multiple Deprivation (SIMD) See below:

	SIMD 1-3 Reading	SIMD 8-10 Reading	SIMD 1-3 Numeracy	SIMD 8-10 Numeracy
P3	90	99	89	101
P5	94	102	91	98
P7	95	105	89	95

By providing opportunities to interrogate data for key equity groups, teachers are better placed to affect change and evaluate outcomes. This will be continued in the next session.

Collegiate relationships across the cluster have been strengthened resulting in more consistent approaches to pupil support, assessment and screening. Following consultation with pupils and staff, a need was identified to provide more targeted CLPL for staff around key areas of pupil support and inclusion.

Next Steps

- 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 CLPL year calendar, utilising staff expertise within the cluster.

Pupil Equity Fund- How are we ensuring Excellence and Equity

To ensure equity for all learners we devised an action plan focussing on three key interventions. Priorities were identified following interrogation of data and careful tracking of groups and individuals facing barriers to learning, including poverty.

Analysis 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 was required.

The action plan has shared the funding between activities which have a direct impact on pupil progress and raising attainment and those which focused on meeting the social/emotional needs of learners. In line with current research, in order to make gains in attainment, there was a focus on improved quality of learning and teaching through training to upskill and build capacity amongst staff, ensuring that children are able to benefit from research based, innovative practice.

To improve attainment across Literacy and Numeracy, targeted interventions were introduced. The use of online programmes such as Nessy and 1,2,3 Maths have resulted in an increase in attainment for most pupils. Pre and post intervention assessment measured by The Single Word Spelling Test (SWST) has shown an increase in pupils' spelling age and percentile ranking. As reported above, initial indications are the 123 Maths is also having a positive impact. There is a good bank of research evidence to support the use of this programme and over time we expect to see measurable improvement in pupil attainment in numeracy and mathematics.

Fundamental to improvements in achievement in curriculum areas is the opportunity for disadvantaged pupils to experience and excel across all four contexts of learning. To support the social and emotional needs of pupils, a Learning Centre has been introduced. Pupils attending the Nurture room have shown increased engagement in their learning and their ability to build more secure relationships. There has also been an increase in attendance for targeted pupils.

As reported above, Pupil Equity Funding was also used to support children to take on leadership roles in the school, to participate in experiences beyond the classroom and to promote family learning. Opportunities to increase the engagement of children and families in learning through the introduction to Story Massage as well as regular check-ins at the nurture room have had a positive impact of pupils' social and emotional wellbeing. Pupils and parents commented on the positive impact of Seasons for Growth sessions this year.

The use of funding to increase our Pupil Support Assistant allocation this year ensured that there was the facility to build on established supports to provide opportunities for pupils to develop social skills and encourage co-operative play with peers.

Next steps:

- Utilise funding to secure high quality experiences across learning through increased teaching staff allocation
- Develop creative approaches to engage families, gaining Silver Family Friendly accreditation
- Embed nurturing principles using "How nurturing is our school" as an audit tool

What is our capacity for continuous improvement?

The school is very 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.

All stakeholders have been fully consulted in creating the School Improvement Plan for session 2018-19 and are committed to working together to secure 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 very good 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 and assessment	Good	Not known
3.1 Ensuring wellbeing, equity and inclusion	Very Good	Not known
3.2 Securing children's progress / Raising attainment and achievement	Very Good	Not known

School Improvement Priorities 2018-2019

- ✓ Effectively recognise achievement and raise attainment in Literacy & English (Reading)
- ✓ Effectively recognise achievement and raise attainment in Numeracy & Mathematics
- ✓ To ensure all children are achieving and attaining through excellent experiences
- ✓ To develop a progressive, creative curriculum which meets the needs of all learners based on the unique features of our school and community
- ✓ To strengthen practices in self evaluation for continuous self improvement