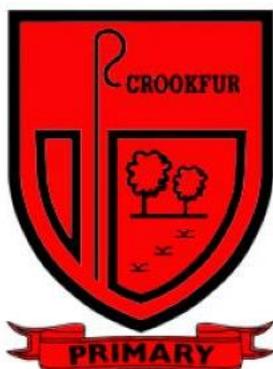


**Crookfur Primary School  
&  
Nursery Class**

**Standards and Quality  
Report**

**2019 - 2020**



## ***Context of the School***

**C**rookfur 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 for P1-P7 is presently 457, with a projected roll of 483 in August 2020. In line with the Scottish Government's expansion of early learning and childcare to 1140 hours, our Nursery Class will move to a purpose built facility and adopt a Family Centre model in session 2020/21. Crookfur Nursery currently has capacity for 90 children in the morning and 90 in the afternoon and our projected figures for the Family Centre in 2020/21 will have a capacity for 120 children at any one time. In preparation for the ELC expansion of hours, our nursery in 2019/20 have been generously staffed with 11 Child Development Officers, one Senior Child Development Officer and one teacher. A further 7 Child Development Officers and a Depute Head of Centre will complete the team when the Family Centre opens. The teaching complement of the school is 27.05 FTE including a Head Teacher, two Depute Head Teachers and two 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 two Pupil Support Assistants and one Bilingual Support Worker, who works 0.2 FTE.

The school also has one Senior Business Support Assistant, 3 Business Support 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 School and Nursery Class, we aim to provide a happy, safe environment, where all pupils are supported and inspired to realise their potential. We foster a positive attitude to learning and achievement and by providing high quality learning experiences, encouraging our children and young people to become successful learners, confident individuals, effective contributors and responsible citizens.



## 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 2019/20**

- ✓ To embed a culture of collaborative professional learning which builds and sustains professional practice, improving outcomes for learners
- ✓ To consistently deliver high quality learning experiences
- ✓ To improve attainment and achievement in Numeracy and Mathematics

## **Maintenance Agenda 2019/20**

- *Continue to provide excellent support for pupils and embed the principles of GIRFEC by developing nurturing approaches across the school*
- *Continue to effectively recognise achievement and raise attainment in Literacy & English (Reading & Writing)*
- *Continue to develop a progressive, creative curriculum which meets the needs of all learners based on the unique features of our school and community*

## **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:

- ✓ Audit of School Improvement Plan & regular discussion with staff on progress in meeting school priorities
- ✓ Evaluations using routine monitoring of Quality Indicators programme How Good Is Our School 4 and the wellbeing indicators within the GIRFEC model
- ✓ Feedback given following SLT and peer learning visits, jotter monitoring programme, professional dialogue and tracking/target setting meetings
- ✓ Analysis of on-going assessments, Baseline and Standardised Assessments by SLT and staff
- ✓ Review of Children's Wellbeing Plans, gathering colleague, parent & children's views
- ✓ Quality of wall displays and pupils' work
- ✓ Pupil dialogues – with SLT, Pupil Council, assemblies etc
- ✓ School website, Blogs and Twitter feed
- ✓ School newsletters
- ✓ PRD meetings are used to ensure that teachers are adhering to the Standard for Full Registration (GTCS). 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
- ✓ Pupil and parent feedback on evidence of learning sent home
- ✓ 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: **Very Good**

**NIF Priority-**

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

**School Priorities-**

To embed a culture of collaborative professional learning which builds and sustains professional practice, improving outcomes for learners  
To improve attainment and achievement in Numeracy and Mathematics

**NIF Driver(s)-** School Leadership, School Improvement, Parental Engagement, Teacher Professionalism

**Local Improvement Plan-**

Ensure a skilled and confident workforce  
Develop a culture of professional enquiry in all establishments  
Improved literacy and numeracy attainment throughout the years of the broad general education  
An improvement in the attainment of disadvantaged children and young people

***Progress, Impact and Outcomes***

Within Crookfur, self-evaluation is integral to our work and is an ongoing feature of the school life. During session 2019/20, a number of key consultations were carried out with staff, children and parents to support school & nursery improvement. These include consultations on the Family Centre, Diversity Questionnaire and our Curriculum Rationale as well as completing evaluations following curriculum workshops on Mental and Emotional Wellbeing and Digital Learning.

Information and data gained through activities such as focus group discussions and questionnaires helps us to make evidence based judgements about our performance and decide what needs to be done to improve.

Our staff work very effectively as a team and we have a strong ethos of sharing practice and of peer support. This is facilitated amongst teaching staff through careful timetabling which facilitates collaboration and collegiate working across stages. Across departments there are planned opportunities for collaboration and there is very good evidence of collaboration across each class' Google Classrooms.

Staff clearly demonstrate our school and nursery vision "Learning, caring and working together to be all we can be". They are committed to professional development, undertaking a range of relevant and influential professional learning. Professional learning targets are identified through rigorous processes of professional review and development. This session local government staff successfully engaged with the revised Quality Conversations approach to review and development.

An enhanced induction programme for new nursery staff and students was implemented. This included a more detailed and informative first induction session, buddy system and regular 'catch up' meetings across the year. This process was overseen by our Senior Child Development Officer. New staff members and students reported that they found the induction process extremely informative and felt very well supported by staff members.

Our House System continues to evolve and maintains a high, relevant profile across life of the school. Our House System is used to focus children's understanding of our school vision and supports them to demonstrate of our values across the four contexts for learning. Throughout the

school closure period, we successfully utilised our House System to promote the engagement of children and families and to recognise and celebrate achievements. Children were motivated to continue to earn points for their Houses and enjoyed our virtual school talent show and interactive Sports Week. This creative use of technology to enhance and develop our approaches is also indicative of the innovation shown by staff and children during the closure period.



All teaching staff have worked with cluster colleagues to undertake collaborative professional inquiry. The Eastwood cluster collaborative, aimed to improve the experiences and opportunities of learners by fostering professional leadership at all levels and providing opportunities for practitioners to lead learning and effect change in individual establishments and across the cluster. This collaborative was a vehicle to promote true interactive action research and build confidence and capacity in looking inward and outward when leading change. This supported a desire to work in genuine partnership will cluster colleagues to inform, support and challenge each other's practice.

A broad range of inquiry questions were generated and interventions planned based upon educational research. Although school closure impacted upon completion of these projects, we are confident that this collaborative model can be refined and continued in future school sessions.

Staff are empowered to lead improvements across the school and nursery and in addition to leadership roles, there are examples of staff looking outwards to lead and support improvements within our establishment. An approach to teaching spelling, introduced in Highland Council has been implemented this session within Crookfur. Teaching staff identified a need and desire amongst colleagues to develop approaches to teaching spelling. We were able to secure training from a Highland Literacy Development Officer and initial indications are that this new approach has had a very positive impact upon children's experiences and spelling attainment across the school. This will be formally measured using the Single Word Spelling Test (SWST) in August 2020, where we anticipate a gain in children's spelling ages.

Our use of data to evaluate the impact of our work is a strength. Building upon work in previous school sessions, this year our attainment team (support teachers, Bi-lingual support worker and pupil support assistants) have continued to plan and implement targeted interventions based upon analysis of a range of assessment information. Class teachers are skilled in using assessment information to formatively plan learning experiences tailored to meet learners' needs.

We have a well-established and rigorous programme to track children's attainment and set targets for progression. Class teachers engage in robust professional discussions and are confident in making accurate and well-evidenced judgements of children's attainment.

#### **Next Steps**

- Temporary increase to management allocation to support school recovery and the opening of Crookfur Family Centre.
- Proactive approaches to team building, use of ERC's HealthiER Minds resource materials

- Develop children’s experiences of leading learning through a more formal approach to learning conversations and personal target setting
- Continue to create conditions to support creativity, innovation and enquiry

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

Evaluation: **Very Good**

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

**School Priorities-**  
 To improve attainment and achievement in Numeracy and Mathematics  
 To consistently deliver high quality learning experiences  
*Continue to effectively recognise achievement and raise attainment in Literacy & English (Reading & Writing)*  
*Continue to develop a progressive, creative curriculum which meets the needs of all learners based on the unique features of our school and community*

**NIF Driver(s)-** School Leadership, Teacher professionalism, Parental engagement, Assessment of children’s progress

**Local Improvement Plan-**  
 Improved reading, writing and mathematics attainment throughout the years of the broad general education  
 An improvement in the attainment of disadvantaged children and young people

***Progress, Impact and Outcomes***

We have continued to develop our curriculum worked with children, staff, parents and partners to ensure that everyone within our school is clear about what we are aiming to achieve, our key drivers and unique qualities and how we can use these to design a curriculum tailored to the needs of our Crookfur community.

We identified the skills and qualities we want our learners to have, the kinds of experiences that will promote this and the curricular areas and subjects that we should prioritise.

It was pleasing that the identified learner qualities matched well with our existing school values, an indication that our school vision and values clearly shape the rationale of our curriculum.

We take very good account of the four contexts of learning and we will continue to focus on developing cross cutting themes such as enterprise and creativity as we embed our refreshed rationale in the new session.

In light of our curriculum review we also revised our school learning and teaching policy. This session we welcomed a number of new teaching staff and felt this was an ideal opportunity to reflect upon our pedagogy and approaches to learning, teaching and assessment. This policy was developed by a short life working group of teachers across the school. Underpinned by our school vision, values and aims, it is based upon current educational research and will support us to ensure that learners’ enjoy enriching, creative and flexible approaches to learning and teaching and that staff share consistently high expectations of learners’ achievement and attainment. The successful roll out of our skills academy learning pathways highlights our unwavering commitment to developing the curriculum and staff collegiality in order to enhance opportunities for learning in relevant and creative contexts.

In all classes, children enjoy increased opportunities to direct how and what they learn and teachers’ are responsive in providing experiences that match children’s needs and interests. Both

long and short term planning are detailed and robust professional dialogue supports teachers to critically reflect upon planned learning, focusing upon design principles. We work effectively with partners to make our children aware of the relevance of their learning to the world of work and to provide engaging and motivating learning experiences. This session all children in the school benefitted from STEM based learning workshops provided by various partners, including Thales, JP Morgan and the Royal Navy.

These activities not only highlighted the skills required for particular careers but were also used to highlight opportunities for women in STEM based professions.

 **Crookfur Primary** @CrookfurPrimary · Jan 9  
 Maya's Mum came in to launch our @makeith\_app\_en competition across the school. Make It Happen Club (SCIO) is a charity which aims to inspire childrens digital learning. We can't wait to get started on the exciting App Design competition. Watch this space.....  
[#DigitalLearning](#)



 **Crookfur Primary** @CrookfurPrimary · Jan 28  
 Primary One had a visit from a pharmacy student (Mrs Dougall's daughter 😊). They learned about what medicines are used for, how a pharmacist makes up a prescription and how we can keep safe around medicines.  
[#healthandwellbeing](#)  
[#keepingsafe](#)



 **Crookfur Primary** @CrookfurPrimary · Feb 20  
 We have been using VR headsets to fly jets and helicopters. We have also been learning about submarines through 3D imaging!  
[@RNinScotland](#)  
[@RoyalNavy](#) [@STEMscotland](#) [@STEMglasgow](#) [@STEMedscot](#)  
[@STEMAmbassadors](#)



 **Crookfur Primary** @CrookfurPrimary · Feb 4  
 P3&4 are having a fantastic day with the STEM Ambassadors from Thales. Thank you for coming and organising exciting workshops for us!  
[#Thales](#)  
[#STEM](#) [#engineering](#) [#coding](#) [#ozobots](#) [#skillsforlife](#)



Teaching staff have worked to enhance pedagogy and collegiate hours were dedicated to development of learning and teaching in numeracy and mathematics, digital learning, modern languages and spelling and phonics. Practitioner enquiry, professional reading and further cluster and authority development sessions enhanced in-house professional learning.

Within the nursery class, practitioners have undertaken a range of quality professional learning which has had a direct impact upon children's experiences. Significant work has been undertaken to promote and develop children's early language and communication skills through effective interaction and modelling. This staff development was supported by our colleagues in psychological services and speech and language therapy. In addition all staff benefitted from sessions which utilised the Adventures with Alice training resources. The impact of this training was reflected in the development of the nursery environment to promote curiosity, creativity and a language rich experience.

The nursery class is awaiting accreditation for PANECAL and Gold Family Focused approaches. Both accreditation visits were postponed as a result of the covid-19 closure, however we are confident that that we have strong evidence to support our evaluation and that we will gain these awards as soon as the assessments can be appropriately rescheduled.

The school and nursery has a well considered quality assurance calendar which includes sampling of children's work, discussion groups and learning visits. Across the school, the quality of teaching is of a consistently high standard. Children are motivated and engaged in learning and are encouraged to actively participate through effective, skillful questioning and a range of teaching approaches. Children interact well and are able to talk about their learning appropriately, identifying what they are doing well and what they need to improve.

There are planned and informal opportunities for children to provide effective feedback to each other, suggesting ways that they can improve. Our Pupil Leadership Team led our "learning buddies" approach with a numeracy and mathematics focus this session. During these sessions a developing confidence around the language of learning was observed and we will continue to develop this further next session with a commitment to enhanced opportunities for children to lead their own learning.

This session, early years practitioners have successfully embedded use of the ERC Early Years Tracking Database within their practice. Staff report that they have found this system a more efficient and focused approach to tracking children's development in key areas which has in turn supported opportunities to plan and provide progressive and stimulating experiences for children as well as targeted support. We believe that continued use of this tool will help us to effectively identify the needs of individuals and key equity groups, ensuring early intervention and effective support.

Within the school and nursery universal and targeted support are embedded and are having a positive impact upon children's learning. Our rigorous programmes of GIRFEC meetings ensure that each individual child's learning and wellbeing are reviewed termly and that all relevant staff are aware of and able to respond to children's needs through effective planned support strategies. Targeted support is planned in consultation with learners and their parents, school staff and other agencies as appropriate. Child's Wellbeing plans are evaluated to ensure that targets and supports are relevant, timely and appropriate to ensure meaningful progression.

Staff work collaboratively to provide tasks, activities and resources that are suitably differentiated. They are dedicated to seeking creative and innovative approaches to engage and support learners, working with colleagues as well as parents/carers, partners in psychological services, speech and language therapy, Family First and Active Schools to ensure that any potential barriers to learning are identified and addressed and that all children feel included and progress well in their learning. We will continue to ensure that children are universally supported by reviewing our Dyslexia and ASD Friendly learning and teaching strategies across the school next session as well as embarking upon a planned programme of learning conversations with children.

A variety of assessment approaches are in place. Assessment evidence gathered is robust and reliable and is used to support professional judgments of children's progress in learning and to identify next steps. Through moderation activities, staff have demonstrated a shared understanding of expected standards. This was evident in the outcome of involvement in local authority, West Partnership and in-house moderation events. On all occasions teachers demonstrated very closely aligned professional views of standards across planning, learning and teaching approaches and learner progress and achievement.

All teaching staff make very effective use of digital technologies to enhance learner's experiences. Pupil digital leaders have also enjoyed opportunities to support younger children in their role as educators. During the school closure period in particular, teaching and early years' staff demonstrated a real commitment to developing digital skills and confidence, ensuring high quality remote learning opportunities.

High quality outdoor learning in early years was a feature recognised within our 2018/19 cluster transitions review. In 2019/20, we worked to develop opportunities for outdoor learning across

the school. Staff willingly undertook a range of professional learning and an Outdoor Learning Improvement Group was established. We invested in loose parts resources to enhance our on-site woodland area and welcomed installation of a physical play trail which was funded by our parent council fundraising committee and local community. Our parent/carers are very keen to ensure that children have quality learning and play outdoors and we have worked collaboratively to plan improvements to our outdoor areas. The activity trail equipment was selected in consultation with our pupil council ensuring there was challenge and enjoyment for all ages. Children also selected playground equipment to support and develop outdoor play across all stages.

In addition to planned outdoor learning experiences for classes across the school, teachers within the Outdoor Learning Improvement Group offered woodland sessions during lunch time for each stage. This provided opportunities for classes to mix and for children to build their confidence in the woodland area, giving them the flexibility to join in if and when they wanted to.



We have invested in training 3 members of staff as Forest Schools Leaders which will enable us to continue to build capacity across the school and nursery and continue to embed and develop outdoor learning experiences at our Family Centre, school and local wild sites. This is particularly important, not least because of the recognised benefit of learning outdoors as part of covid-19 recovery, but more so because of the enormous benefit to the quality of children's learning experiences and the opportunities for learning and skills development afforded by learning outdoors.

### **Next Steps**

- A recovery curriculum is developed which supports re-establishment of routines and social interactions within school setting
- Children experience creative and engaging learning experiences which are enriched by creative learning environments and approaches to learning and teaching
- Children experience quality progressive experiences outdoors, which promote wellbeing and learning and Learning for sustainability is an integral part of our curriculum

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

Evaluation: **Very Good**

**NIF Priority**

Closing the attainment gap between the most and least disadvantaged children  
Improvement in children and young people's health and wellbeing

**School Priorities**

To consistently deliver high quality learning experiences  
To improve attainment and achievement in Numeracy and Mathematics

*Continue to provide excellent support for pupils and embed the principles of GIRFEC by developing nurturing approaches across the school  
Continue to effectively recognise achievement and raise attainment in Literacy & English (Reading & Writing)*

**NIF Driver(s)**

School leadership, Teacher Professionalism, Parental Engagement, Assessment of Children's Progress, School improvement

**Local Improvement Plan**

Improved reading, writing and mathematics attainment throughout the years of the broad general education  
An improvement in the attainment of disadvantaged children and young people

*Progress, Impact and Outcomes*

Excellent relationships exist between all members of the school community. Interactions reflect our positive commitment to our school vision and values and these are clearly articulate with the importance placed on nurturing, positive relationships within our revised Relationships and Behaviour policy. Responses to our parent/carer questionnaire reflect the strong culture and climate of positive relationships that exist in Crookfur.

3. Staff treat my child fairly and with respect

[More Details](#)

● Strongly Agree	26
● Agree	17
● Disagree	0
● Strongly Disagree	0
● Don't Know	0



4. I feel that my child is safe at the school

[More Details](#)

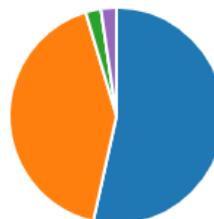
● Strongly Agree	27
● Agree	16
● Disagree	0
● Strongly Disagree	0
● Don't Know	0



## 6. I feel staff really know my child as an individual

[More Details](#)

● Strongly Agree	23
● Agree	18
● Disagree	1
● Strongly Disagree	0
● Don't Know	1



Our Rights Respecting school and nursery group have worked to raise awareness of and promote a shared understanding of wellbeing and children's rights. A dedicated area within the school has been established to promote children's rights as well as displays to highlight them across the school. We are confident that children across the school children know and understand the wellbeing indicators and how these are a core part of our lives in and out of school.



We have progressed our journey towards both the school and nursery achieving Family Focused accreditation, demonstrating our capacity to support parents/carers in a comprehensive way. Our nursery class in particular has engaged very well with Family First in order to signpost effective support for parents. We also introduced a lovely, welcoming family room to facilitate parent groups and provide a space for parents/carers to meet. The family room was well used to run monthly family book bug sessions, supporting our work to develop early literacy.

Parent/Carer and child learning events in the school including Digital Learning and Mental and Emotional wellbeing. These are a positive opportunity for children and families to learn together, helping children to apply their skills across different contexts and actively engaging parents/carers in their child's learning and school life.

This year we introduced a parent/carers Diversity Focus group. Our aim is to work together to ensure that inclusion and equity lead to improved outcomes for all of our children and families. Our focus this session was to audit our approaches to understanding diversity and to identify how we ensure that disability, race, religion, beliefs or sex/gender do not present barriers to learning or participation in school life. We also considered *Cost of the School Day* as a barrier.

5. Our school and nursery welcomes learners and families irrespective of their race; disability; gender & gender identity; religion or belief or sexual orientation.

[More Details](#)

Very well	45
Well	8
Not so well	1



6. The school and nursery recognise and value difference and understand that diversity is a strength

[More Details](#)

Very well	37
Well	17
Not so well	0



Initial indications make it clear that Crookfur is starting from a position of strength in terms of inclusion and equality.

9. The school and nursery organises events and activities to promote equality e.g. through celebrating festivals, special days etc

[More Details](#)

Very well	29
Well	17
Not so well	8



15% of respondents felt that more could be done to organise events and activities to promote equality through celebrating festivals, special days etc. As a result, our Diversity group developed a cultural calendar that was linked to the school website and teachers' planners. This ensured that significant cultural events were noted and incorporated in children's experiences where appropriate.

We also audited resources within the school and nursery to determine how effective they were in reflecting the diversity of the wider Scottish community in terms of gender, ethnicity, religion, age, disabilities etc. Some investment was made to develop this aspect of the curriculum to ensure that across learning, different genders, ethnicities, disabilities and other protected characteristics are represented proportionally.

Our P6 children had an excellent experience at the East Renfrewshire Diversity Day. Pupils took part in a quiz which involved them visiting stalls to learn about different religions. They also participated in dances and games from different cultures. The children were delighted to come back to school and share their learning with the rest of the children at a whole school assembly.



Across the school and nursery class, children are developing the skills and attributes of the four capacities. Our children are confident and motivated and feel a sense of ownership within the school that empowers them to influence decisions which affect them and participate in a wide range of leadership opportunities. Children across all stages take on leadership roles in their classrooms as well as through our Eco and Sports Committees, Rights Respecting Schools Group, Pupil Council, Pupil Leadership Team & JRSOs.

The successful achievement of Crookfur's Green Flag renewal this session is indicative of our ongoing commitment to Learning for Sustainability. The quotation below from our accreditation letter captures this well and we are delighted that some of our work has been recognised as examples of best practice.

I am writing to let you know I have just finished assessing your Eco-Schools application and wanted to send my congratulations to Crookfur PS for successfully renewing their Green Flag Award status! It was a real pleasure to go through your application and to learn about all the fantastic work that has been done on these past years. The work done on Global Goals was exceptional and I truly enjoyed reading about your achievement on crisps recycling and the challenges that the Eco-Committee faced and overcame through litter picking. Crookfur PS seems a very active and involved school and a great example of what being an Eco-School really means. I hope you all take credit for this fantastic achievement and celebrate your new award as deserved!

We also noticed aspects of your work as being examples of good practice. We may use these on our website and social media as case studies to support other schools with their Eco-Schools Scotland work.

*Eco Schools Scotland Award letter 2020*

This session children in P4 to P7 have also been able to apply for Digital Leader Accreditation. This is an evidence-based self-evaluation where children can apply for bronze, silver, gold or Digital Leader status. The progression in award level is based upon progression in digital skills as an educator, creator, technician and role model. This inclusive programme was recognised and praised in our Digital Schools accreditation assessment.



The school also employs a Digital Leader programme, which enables pupils to work through levels of progression (Bronze, Silver and Gold) allowing them to develop and enhance their knowledge, which they then upload to a dedicated Google Classroom. I believe that this is an excellent way to celebrate pupil achievement and the school should be commended for this.

Digital Schools Validation Report 2020



Children’s achievements across the nursery and school are very strong and effectively shared and celebrated through a variety of ways including weekly assemblies, social media, school newsletters and displays. We have a clear focus on developing skills across the four contexts for learning which are demonstrated well through interdisciplinary learning, notably our Skills Academy approach.

This session our Skills Academy pilot was rolled out across the school and was met with very positive feedback from staff, children and parents. Regular updates about the programme were provided to the Parent Council and children enjoyed progressive and creative skills based learning experiences focused on digital learning, design & manufacture, cooking, working with textiles and learning for sustainability. Each learning pathway enabled children to develop skills in team work, problem solving and communication as well as addressing a range of curricular experiences and outcomes.

Parents noted that the children were particularly enthusiastic about skills academy and could speak knowledgeably about not only their learning but also how these experiences related to wider skills for life and work.



Unfortunately, as a result of the school closure we were not able to formally complete our skills academy evaluation, however we are committed to developing the model further next session to ensure that these experiences are fully integrated within children’s school experience.

In collaboration with Active Schools and our pupil Sports Committee, we have offered an impressive range of out-of-class clubs this session. There is an excellent level of commitment from teaching staff to leading lunchtime and after school clubs with high levels of participation. We

recognise that with our increasing roll, we must continue to develop our ability to offer a range of experiences to all children. We plan to engage more local clubs and offer virtual online clubs to ensure that children do not miss out.



**Crookfur Primary** @CrookfurPrimary · Nov 13, 2019

Crookfur Primary School smashed it at the East Renfrewshire badminton finals, coming 5th overall. The team served up some fine badminton skills at the competition. Well done for all your hard work and effort yesterday, you were ace! 😊



Next session we will introduce a more rigorous approach to tracking participation and achievement which will help us to identify the range of skills children are gaining from these activities as well as those at risk of missing out and target this appropriately.

Most children's attainment in literacy and English and numeracy and mathematics is good or very good. For children with additional barriers to their learning, most are attaining appropriate to their individual level of needs and are making very good progress from prior levels of attainment.

Across the school, children perform in line with the authority average (100) in reading. Over time, there is a consistent level of performance in reading attainment for P3, P5 and P7. This attainment performance is slightly below expected levels for Crookfur. Scrutiny of the available data indicates that, although overall figures are consistent with ERC averages, there is a variation in the attainment of girls and boys across these years in measures of both maths and reading, with boys outperforming girls on almost all occasions. This is a shift from previous years where girls have generally outperformed boys.

#### Average Standardised Test Score (Reading)

	2017-2018	2018-2019	2019-20
P1 Baseline (literacy)	93	101	99
P3	102	101	99
P5	99	100	98
P7	104	98	97

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

	2018-19	2019-20
P3	86	86
P5	80	80
P7	83	82

### Average Standardised Test Scores Girls vs. Boys across P3, P5 & P7 (Reading)

	Girls	Boys
P3	101	98
P5	96	101
P7	95	99

Almost all (95%) children in Crookfur Nursery Class reached expected developmental milestones in 2019-20 with the proportion achieving these milestones being well above the East Renfrewshire average and national expectations (both 85%). Overall performance in Baseline Assessment of numeracy and of literacy was in line with East Renfrewshire's average – 99 literacy and 100 numeracy.

In numeracy and mathematics, attainment in East Renfrewshire standardised assessments has been largely consistent over time and is in line with the ERC average. This session we embarked upon a more rigorous implementation of the numeracy and mathematics strategy. We invested in training and resources to support the teaching of mathematical concepts using concrete, pictorial and abstract presentation. We are pleased to record slight positive gains in attainment across P3, P5 and P7 measured by ERC standardised tests in the period immediately following implementation of these approaches and we will continue to embed these next session. As with Reading, a pattern of boys outperforming girls is more notable in mathematics.

### Average Standardised Test Scores in Numeracy and Mathematics

	2017/2018	2018/19	2019-20
P1 Baseline	95	102	100
P3	100	98	99
P5	96	96	100
P7	94	95	97

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

	2018-19	2019-20
P3	83	88
P5	81	81
P7	82	81

### Average Standardised Test Scores Girls vs. Boys across P3, P5 & P7 (Maths)

	Girls	Boys
P3	96	101
P5	98	102
P7	93	101

At the point of school closure, most pupils at P1, P4, P7 combined had achieved the expected levels in reading (84.18%), writing (75.76%), talking & listening (88.80%) and maths (81.83%). Scottish National Standardised Assessments were not completed in 2019-20 due to the coronavirus school closure. We continue to work towards our ambitious target of 90% of children achieving expected Curriculum for Excellence Levels for 2018-2021. We are encouraged by the numbers of children who had achieved these levels by March and remain fully committed to reaching target levels of attainment in the next academic session.

Our attainment team has continued to make effective use of data relating to key equity groups to plan, implement and evaluate targeted support. They have also been instrumental in supporting teaching staff to make skilful use of available data to inform learning approaches and interventions to effectively address the attainment gap within their own classes.

The table below shows the changing influence of SIMD in terms of identifying attainment gaps. Whilst there is an identified attainment gap in relation to Scottish Index of Multiple Deprivation (SIMD) in P5, the converse is true of P7. This data does indicate that although helpful to consider, we cannot interpret these figures in isolation. Perhaps more informative is comparison of children who are entitled to free school meals because of their family income. This data shows a more enduring difference in attainment measured by ERC standardised assessments, however again caution must be used when interpreting figures due to the small numbers involved.

See below (2018/19 figures in brackets) :

	SIMD 1-3 Reading	SIMD 8-10 Reading	SIMD 1-3 Numeracy	SIMD 8-10 Numeracy
P3	(98) N/A	(102) 99	(91) N/A	(98) 100
P5	(82) 71	(101) 100	(95) 70	(97) 102
P7	(95) 112	(100) 99	(87) 109	(98) 96

#### Average Standardised Test Scores of Children Entitled to Free School Meals

(2018/19 figures in brackets)

Reading	FME Average	School Average
P3	(98) 86	(102) 99
P5	(85) 108	(100) 98
P7	(N/A) 83	(N/A) 97

Mathematics	FME Average	School Average
P3	(91) 87	(98) 99
P5	(86) 85	(96) 100
P7	(N/A) 86	(N/A) 97

We will continue engage in robust professional dialogue and interrogate data for key equity groups, in order to ensure that teachers are best placed to affect change and evaluate outcomes.

#### Next Steps

- Continue the work of the Diversity Focus Group, engaging and including a greater number of children and families in the life and work of the school.
- Temporary appointment of additional 0.5FTE Principal Teacher which focussed remit on meeting the needs of key equity groups and addressing attainment gap

- Further develop community links to promote health and wellbeing and active lifestyles through local clubs
- Devise and implement effective system to track pupil achievement

### **Pupil Equity Fund- How are we ensuring Excellence and Equity**

Our Pupil Equity Funding is used to fund 0.5 FTE teacher who is deployed to support pupils across all stages of the Primary school in order to support initiatives and interventions:

#### **Reading Recovery-**

Target children were identified based on their age group, using developmental milestones and through professional dialogue with relevant staff. All identified children had a reading age significantly less than their chronological age. In the first cohort, results indicated that 75% of target group made accelerated progress and are now reading at or beyond age appropriate levels. Post intervention, BAS reading word assessment indicated an increase in reading age of at least 10 months. Class work, pace and challenge were adapted to reflect this increase in reading attainment.

Due to Covid-19 the second cohort were unable to start formal reading recovery sessions, however, intervention has been adapted to suit remote learning opportunities.

#### **Reading Buddies –**

This intervention continued this session. Children were identified through discussions with class teachers and by analysing the tracking database to identify the lowest 20% in reading. Post intervention feedback, through a motivation questionnaire indicated an increase in confidence in children's reading ability and understanding comprehension.

#### **Together Better Readers –**

This 10 week intervention was delivered by PSAs and overseen by the Support for Learning Teacher. The target group were identified through professional dialogue and data from tracking database. Four children were selected for this input across P3 and P5. Pre and post assessments, using British Word Age assessment, indicated a gain in reading age of between 3 months and 9 months. Evaluating book reading ability, the average book level increase was 8 pm levels. Following the final assessments, PSAs' feedback indicated that they felt that children were reading more fluently and comprehension had improved for most. Discussions took place to identify further input that may be required for the children.

The second cohort of children were due to start their intervention and initial assessments had been completed. However, due to current circumstances of COVID and school closure, this did not happen.

#### **Growth Mindset –**

The vision of the project was to increase attainment in mathematics through the development of self-efficacy focusing on exploring creativity and flexible thinking. Children were identified through classroom observations, implementation of Growth Mindset questionnaire and professional dialogue. Following intervention, pre and post data (from mindset specific assessment) showed that there was a shift towards a growth mindset and the way children perceived their own maths ability. Almost all children increased their mindset profile score. Along with data, pupil voice, was extremely important in analysing the impact of the project. Children's feedback to peers and teachers during the project showed that they were proud of the work they had achieved and wanted to teach others about the word 'yet'. Class teachers commented on the difference they saw in the pupils during maths lesson and they were intrigued to learn how to incorporate strategies into their daily teaching.

### **Mental Maths –**

Target children were identified for the continuation of the mental maths groups, Sept-December. Children were identified through analysis of SNSA data and through the tracking database. Evidence indicated a positive impact in the application of addition concepts with all 9 improving on their mental maths addition scores, the highest increase being 20% and an average increase of 7%. Assessments have shown an increase in confidence and engagement levels in Numeracy with all target pupils. Standardised Test results in 2020 have also highlighted that the majority of children had an increased mental math scores with an average increase of 24%. Team teaching opportunities to develop the approach were introduced in key stages.

Next steps – extend by identifying a new cohort of children, team teaching opportunities and support new members of staff.

### **Skills Group –**

In order to further support targets from Boxall assessment, identified children, initially comprising of four P6 pupils and two P7 were introduced to skills based learning through a weekly group session. The aim of the group was to enable the pupils to work collaboratively to develop their skills for life, learning and work. This year the pupils took part in the Junior Award Scheme for Schools which focused on developing interpersonal skills; communication, problem-solving and teamwork whilst building on self-confidence and sense of well-being. The award focuses on four sections; My interests, Get Active, Stay Active, Me and My World and Adventure. Culture and Leisure delivered a leadership course which enabled the pupils to develop their coaching skills with younger pupils. This led to an increased engagement in key roles in the school such as prefecting. Staff identified a positive improvement in children's communication skills and self-confidence. The pupils benefitted from having a clear goal and understanding of the skills they were developing and to have an end result. Following Covid-19, P6 will be able to continue the award next session. One P7 pupil attended the hub provision and completed a 3 day outdoor challenge as an alternative residential trip so has now met all the criteria to be awarded the Bronze JASS in June 2020.

### **Workshops -**

Following parent consultation, and in line with the launch of HealthiER Minds the key focus for the parent workshops was on children health and wellbeing. This workshop had a high attendance, over quarter of parents within the school and nursery. Evidence from the parent evaluation highlighted that all parents felt that the presentation and workshops were either excellent or very good, almost half of parents (47%) evaluated the workshops as excellent. In addition to the workshops, parents support packs were provided. These were shared with all parents/carers via the school website.

### **Next steps:**

- ✓ Learning Support Teacher will complete second year of Reading Recovery training. Children will engage further in the programme and identify new children who may require intervention.
- ✓ Together Better Readers will continue next session, however, further assessment is required to accurately measure the increase in reading ability in addition to measuring only word reading age.
- ✓ Develop a whole school approach to Growth Mindset in Maths, for example through Maths week, and support staff to implement strategies.
- ✓ Extend mental maths support by identifying a new cohort of children, team teaching opportunities and support new members of staff.
- ✓ Continue to work with Skills Group to complete Bronze Award and identify other children who would benefit from participation.
- ✓ A key focus on children and their wellbeing is evident in the improvement plan for next session with the introduction of kitbags and continuation of story massage as a support 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.

Stakeholders have been consulted in creating the School Improvement Plan for session 2020/21 and are committed to working together to secure the continuous improvement of the school in challenging times. We will work in close partnership with the Quality Improvement service to take forward local authority objectives and recovery plans.

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 continue to improve to ensure that the impact on outcomes for our learners is excellent.

### National Improvement Framework Quality Indicators

Quality indicator	Nursery Class evaluation	School evaluation	Inspection evaluation
1.3 Leadership of change	Very Good	Very Good	Not known
2.3 Learning, teaching and assessment	Very Good	Very Good	Not known
3.1 Ensuring wellbeing, equity and inclusion	Very Good	Very Good	Not known
3.2 Securing children's progress / Raising attainment and achievement	Very Good	Good	Not known

### School and Nursery Class Improvement Priorities 2020/21

- ✓ Effectively lead change and improvement to support school recovery following covid-19 closure
- ✓ Provide excellent learning experiences for all children
- ✓ Promote positive health and wellbeing across the school community
- ✓ Develop creativity across learning
- ✓ Work to close the attainment gap between the most and least disadvantaged children (see PEF Action Plan)