

## Standards and Quality Report 2019-20

Our Standards and Quality Report highlights and celebrates the many achievements of Crookfur Primary School & Nursery Class and the progress made in the implementation of our School Improvement Plan during session 2019/20.

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

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

### Leadership and Improvement

\* 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 evaluations following curriculum workshops on Mental and Emotional Wellbeing and Digital Learning. Information and data gained helps us to make evidence based judgements about our performance and decide what needs to be done to improve.

\* 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. All teaching staff have worked with cluster colleagues to undertake collaborative professional inquiry 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.

\* An approach to teaching spelling, introduced in Highland Council has been implemented this session within Crookfur. 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, 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.

### Quality of Care and Education

\* 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. Our revised Learning, Teaching and Assessment 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.

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

\* 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.

\* 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.

\* We worked to develop opportunities for outdoor learning across the school. Staff undertook a range of professional learning and an Outdoor Learning Improvement Group was established. We 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.

\* 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.

### Ensuring the best quality outcomes for all children

\* Excellent relationships exist between all members of the school community. Interactions reflect our positive commitment to our school vision and values and these 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.

\* This year we introduced a parent/carer 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.

\* 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.

\* 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.

\* Across the school, children perform in line with the authority average (100) in reading. 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. We are pleased to record slight positive gains in attainment across P3, P5 and P7 measured by ERC standardised tests. 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.

## 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
- 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
- Learning for sustainability is an integral part of our curriculum
- 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 with focussed remit of 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



## Our Capacity for 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.



### Read the full version of our 2019/2020 report

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

<https://blogs.glowscotland.org.uk/er/Crookfur/information/school-improvement-priorities/>

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## Information for Parents & Carers

### Crookfur Primary School & Nursery Class

